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ABSTRACT

This report explores the educational progress of students of Limited English Proficiency (LEP) who entered the New York City Public Schools in the fall of 1990 and 1991. It describes students' success in meeting the exit criteria for bilingual and English-as-a-Second-Language (ESL) programs. The study focuses on such short-term outcomes as the time required to exit such programs and reading and mathematics achievement in English after moving to monolingual-English classes. Students entering the schools are considered eligible for ESL or bilingual programs if they speak a language other than English at home, and if they score at or below the 40th percentile on the Language Assessment Battery (LAB). This research tracks two cohorts of students whose first-time enrollment in the schools followed the establishment of new criteria for entering LEP programs. The report is divided into the following sections: Results: Exit Rates from ESL and Bilingual Programs by Grade Entered, Exit Rates from ESL and Bilingual Programs by Home Language, Entering Level of English Proficiency, Tested Achievement of Students who Exit LEP Programs, and Discussion and Recommendations. The appendix contains six data tables concerning: (1) number of years to Exit ESL-Only or Bilingual programs by Home Language (fall 1990 through spring 1994); (2) number of years to Exit ESL-Only or Bilingual Programs by Home Language (fall 1991 through spring 1994); (3) Home Language Distribution by Program Assignment for the fall 1990 through spring 1994; (4) Home Language Distribution by Program Assignment for the fall 1991 through spring 1994; (5) Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency upon Entering the Program (fall 1990 through spring 1994); and (6) Number of Years to Exit ESL-only and Bilingual Programs Controlling for Students' Level of English Proficiency upon Entering the Program (fall 1991 through spring 1994). (CK)

ED 378 817

OER Report

EDUCATIONAL PROGRESS OF STUDENTS IN BILINGUAL AND ESL PROGRAMS:

A LONGITUDINAL STUDY, 1990-1994

October, 1994

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EDUCATIONAL PROGRESS OF STUDENTS IN BILINGUAL AND ESL PROGRAMS:

A LONGITUDINAL STUDY, 1990-1994

October, 1994

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Message from the Chancellor
on the Educational Progress of Students in Bilingual and ESL Programs

I need to set a context for the study I am releasing on our Bilingual and English as a Second Language (ESL) programs

It must be understood that these are the preliminary results of an ongoing longitudinal study of the educational progress of our students who show limited proficiency in English This is a crucial point, because it would be premature to begin drawing policy conclusions from this data. It would be like judging a book from reading only the first page

I consider this to be initial, baseline information. Much more has to come in the future This study is the first step in our review of services for limited English proficient students, not our final step. A longitudinal study has to be just that -- longitudinal We have a long way to go before we have learned enough to make final, informed judgments I want to make more data about the school system and its programs available and I want this data used more widely It is important, because local school districts and the high school superintendencies need good data to make informed decisions. And data must be widely available so that they may be held accountable for making programs better and improving outcomes.

This preliminary study has some interesting information we can use to begin a dialogue about services for students with limited proficiency in English -- i e , those who come from a home where a foreign language is spoken and who score below 40 on the Language Assessment Battery test.

One important piece of good news is that large numbers of these students, particularly those who enter our schools in kindergarten and grade 1, quickly develop the skills to move to English-speaking mainstream programs. And they show early signs of academic success in regular class instruction, often testing significantly above the average for their peers in general education after leaving these programs.

But the picture is not entirely rosy. Driven in large measure by older students who are recent arrivals to the U.S. and who may have had little formal education in their native country, there are still many students who remain in bilingual and ESL for four or more years. Clearly, significant effort is still required to insure that these students make progress in English acquisition while keeping up with their studies in other subject areas.

Another interesting finding concerns the outcomes of students in ESL classes and those in bilingual programs.

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There has long been a debate between an emphasis on English language acquisition and on course content acquisition. This study does not come anywhere near closing that debate, though it may provide some preliminary information with which we can open discussions among ourselves.

The study found that substantial numbers of students served in ESL-only programs and bilingual programs tested out within three years and scored well on standardized tests of reading and mathematics last spring. But it also showed that ESL-only students tested out of LEP services more quickly and that in the short term, those in ESL-only programs appeared to have better outcomes.

I know that good bilingual programs work. They are structured to promote proficiency in both English and the native language while insuring that students keep up with their studies in other subjects. However, this report appears to show that our students in bilingual programs are not showing rapid enough progress in English language proficiency and remain in bilingual classes longer.

I want to be cautious about reaching any premature conclusions. These are very short-term findings, and many studies conducted elsewhere demonstrate the long-term benefits of bilingual programs. We also must probe the reasons underlying the differing outcomes for ESL and bilingual programs, and their meaning. What is clear at this point is that we need to make sure that all students in our bilingual programs have the opportunity to become proficient in both English and their native language and to achieve high standards in all their subject areas. As in every teaching and learning program, we must set standards -- **high** standards -- and give our students and our staff a clear sense of expectations about their performances.

How shall we use this information proactively to improve bilingual education? That is a question that needs to be answered in a consultative, collaborative manner. It is a dialogue which must involve all the local school districts and all the superintendents. And for that purpose, I will establish a committee of teachers, parents, administrators, central office staff and others to use this data to identify schools and programs that are working and those that are not. I want them to ask questions, including the tough questions. I want them to ask what is being taught in bilingual and ESL programs, whether bilingual programs follow an appropriate core curriculum in the native language, how well prepared are the teachers in these programs and what are their professional development needs, how are Chapter 1 funds used to supplement these programs, what modifications need to be made to respond to the changing demographics of our incoming LEP students and any other questions they think need to be asked.

We will need to listen to the answers they find and to ask more questions. And certainly we will need to continue to track the students in this study to learn more about long-term results. And then we must use this information in the future to inform our decisions in policy and practice to improve the education of our LEP students.

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SUMMARY

This report explores the educational progress of students of Limited English Proficiency (LEP) who entered the New York City Public Schools in the fall of 1990 and 1991. As the first in a series of planned reports on the topic, it describes students' success in meeting the exit criteria for bilingual and English-as-a-second-language (ESL) programs. The study focuses on such short-term outcomes as the time required to exit such programs, and reading and mathematics achievement in English after moving to monolingual-English classes. The results should therefore be considered preliminary until longer-range research can be carried out.

Students entering the schools are considered eligible for ESL or bilingual programs if they speak a language other than English at home, and if they score at or below the 40th percentile on the Language Assessment Battery (LAB), a test of English language proficiency. Their eligibility for these LEP services ends when they score above the 40th percentile on the LAB administered in the spring of the school year.

The research reported here tracks two cohorts of students whose first-time enrollment in the schools followed the establishment of new criteria for entering LEP programs. In 1989 the eligibility criterion for LEP and entitlement to ESL/bilingual services was changed; a LAB score at or below the 40th percentile replaced a score at or below the 20th percentile as the new eligibility cutpoint. In addition, the LAB test was restandardized shortly thereafter. Cohort 1 comprised students entering kindergarten and grade 1 in fall 1990, the point at which the new LAB norms were implemented citywide. Cohort 2 included students entering grades 2, 3, 6, and 9 in fall 1991, when the new norms became available for grades 2 and above. Only selected grades were included in the study above grade 3 for simplicity of design; the grades chosen represent critical points in children's development. The research follows both cohorts through June 1994--that is, for four years for cohort 1, and three years for cohort 2.

Some major questions addressed in this report are listed below, together with the answers that the present analyses suggest.

<u>How long does it take students classified as LEP who are new to the New York City Public Schools to exit ESL/bilingual programs?</u>

LEP students who entered the school system in the early grades exited ESL/bilingual programs faster than those who entered in later grades.

For the two cohorts, Figures 1 and 2 show graphically the proportions of students who exited ESL/bilingual programs after different lengths of time. Note the proportion of students who have not tested out of their programs after four years (Figure 1) and after three years (Figure 2), and how the proportion increases with the grade of first entry.

Of the 11,320 LEP students who entered kindergarten in fall 1990, 59.4 percent exited ESL/bilingual programs within three years, and a total of 63.3 percent exited within four years; 36.7 percent were still entitled to these programs after four years.

Of the 2,053 who entered grade 1 in fall 1990, 48.2 percent exited within three years, and 54.4 percent exited within four; 45.6 percent were still eligible after four years.

Three-year exit rates for LEP students entering the school system in 1991 were as follows.

- 37.9 percent for those who entered in grade 2;
- 33.5 percent for those who entered in grade 3;
- 15.0 percent for those who entered in grade 6;
- 11.4 percent for those who entered in grade 9.

Are there differences in the exit rates of LEP students who are served in ESL and bilingual programs?

At all grade levels, students served in ESL-only programs exited their programs faster than those served in bilingual programs.

Three-year exit rates for LEP students in ESL-only and bilingual programs were as follows for those who entered in kindergarten and grades 2 and 6.

- 79.3 percent for ESL-only and 51.5 percent for bilingual classes, for those who entered in kindergarten;
- 67.5 percent for ESL-only and 22.1 percent for bilingual classes, for those who entered in grade 2;
- 32.7 percent for ESL-only and 6.9 percent for bilingual classes, for those who entered in grade 6;

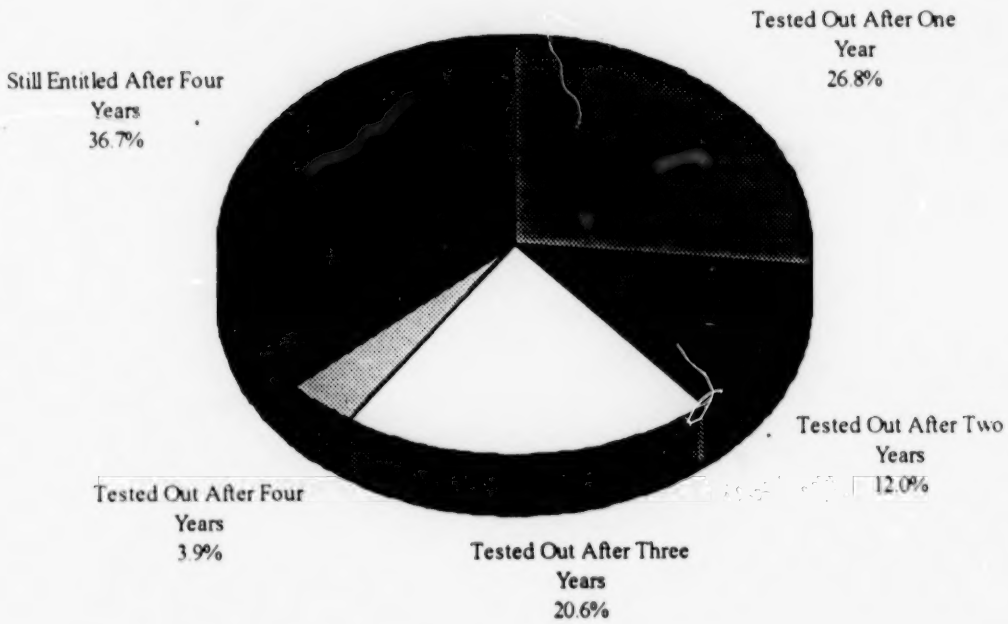
This finding held true regardless of level of English language proficiency (as measured by LAB score) at the time of entry into the school system.

Figure 1

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **FOUR** YEARS

(Fall 1990 Through Spring 1994)

11,320 TOTAL KINDERGARTEN STUDENTS IN PROGRAMS



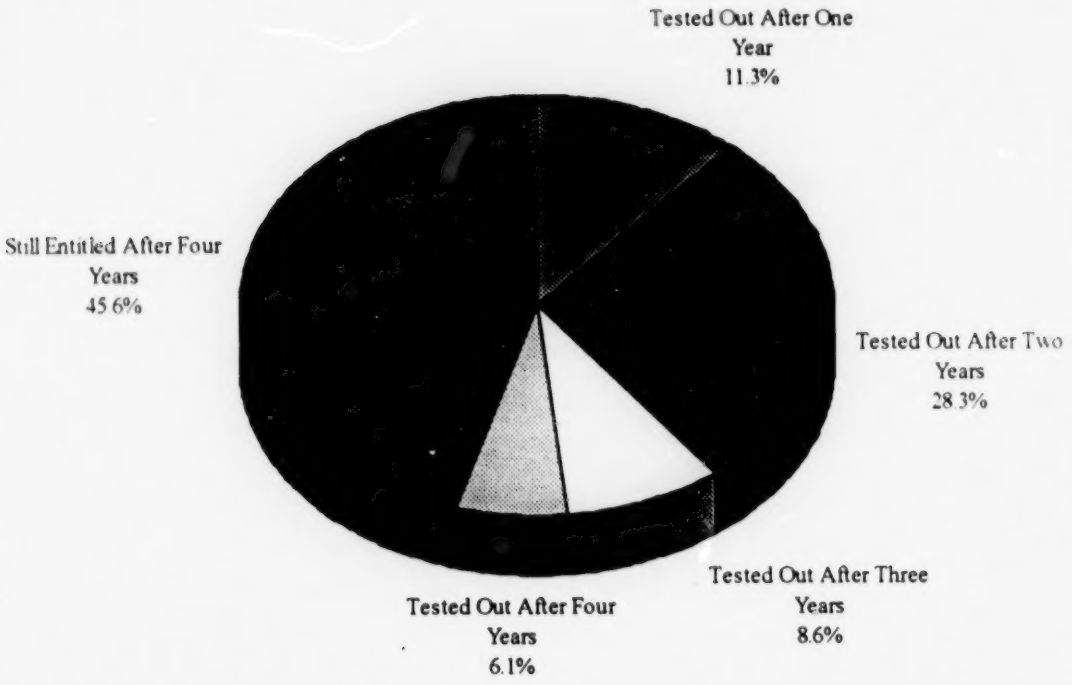
TESTED OUT AFTER ONE YEAR	3,034
TESTED OUT AFTER TWO YEARS	1,357
TESTED OUT AFTER THREE YEARS	2,332
TESTED OUT AFTER FOUR YEARS	443
STILL ENTITLED AFTER FOUR YEARS	4,154

This graph does not include 1,428 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER FOUR YEARS

(Fall 1990 Through Spring 1994)

2,053 TOTAL FIRST GRADE STUDENTS IN PROGRAMS



TESTED OUT AFTER ONE YEAR	231
TESTED OUT AFTER TWO YEARS	582
TESTED OUT AFTER THREE YEARS	177
TESTED OUT AFTER FOUR YEARS	126
STILL ENTITLED AFTER FOUR YEARS	937

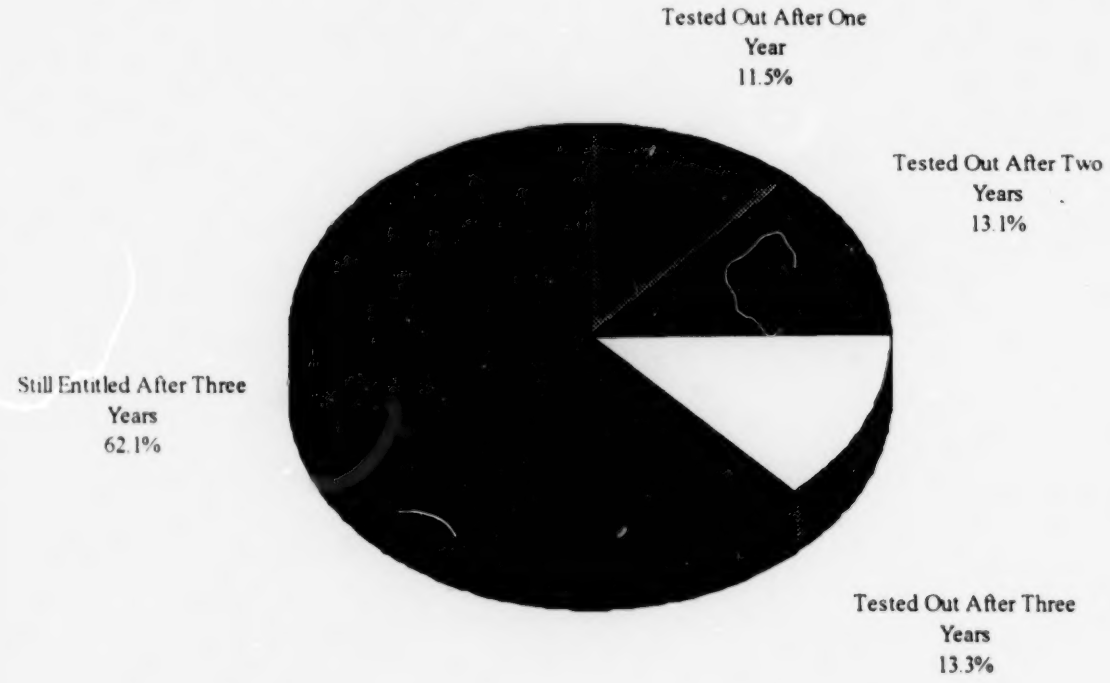
This graph does not include 433 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 2

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS

(Fall 1991 Through Spring 1994)

841 TOTAL SECOND GRADE STUDENTS IN PROGRAMS



TESTED OUT AFTER ONE YEAR	97
TESTED OUT AFTER TWO YEARS	110
TESTED OUT AFTER THREE YEARS	112
STILL ENTITLED AFTER THREE YEARS	522

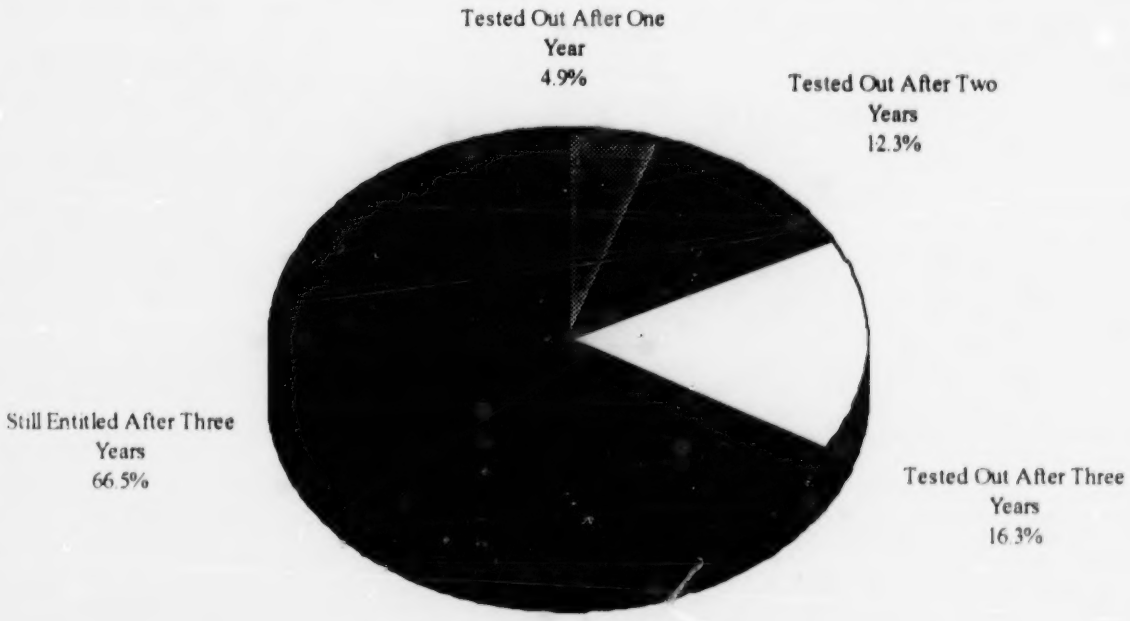
This graph does not include 163 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 2 (cont'd)

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER THREE YEARS

(Fall 1991 Through Spring 1994)

797 TOTAL THIRD GRADE STUDENTS IN PROGRAMS



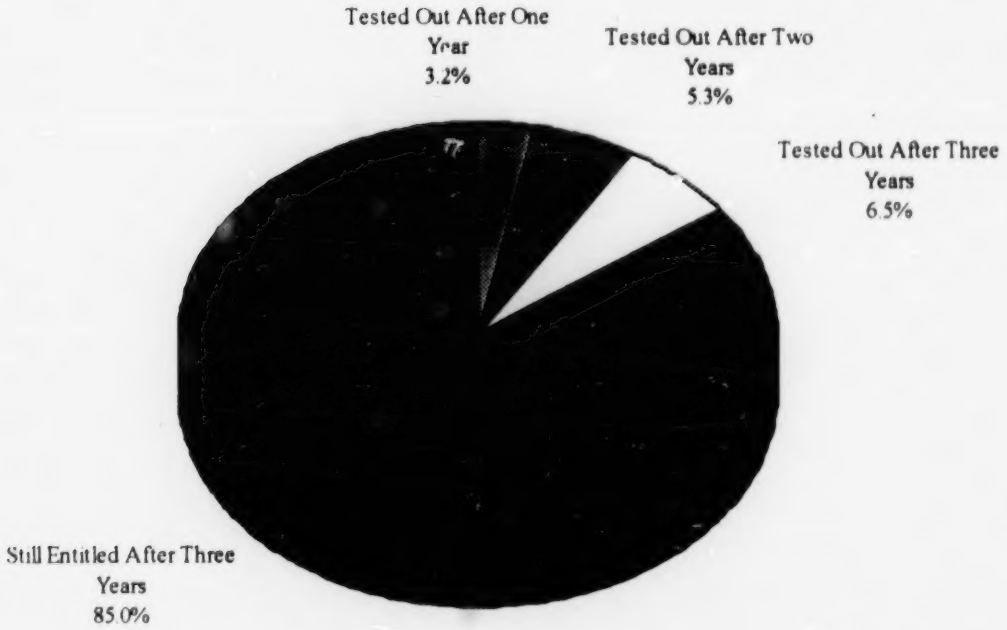
TESTED OUT AFTER ONE YEAR	39
TESTED OUT AFTER TWO YEARS	98
TESTED OUT AFTER THREE YEARS	130
STILL ENTITLED AFTER THREE YEARS	530

This graph does not include 154 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 2 (cont'd)

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS
(Fall 1991 Through Spring 1994)

754 TOTAL SIXTH GRADE STUDENTS IN PROGRAMS



TESTED OUT AFTER ONE YEAR	24
TESTED OUT AFTER TWO YEARS	40
TESTED OUT AFTER THREE YEARS	49
STILL ENTITLED AFTER THREE YEARS	641

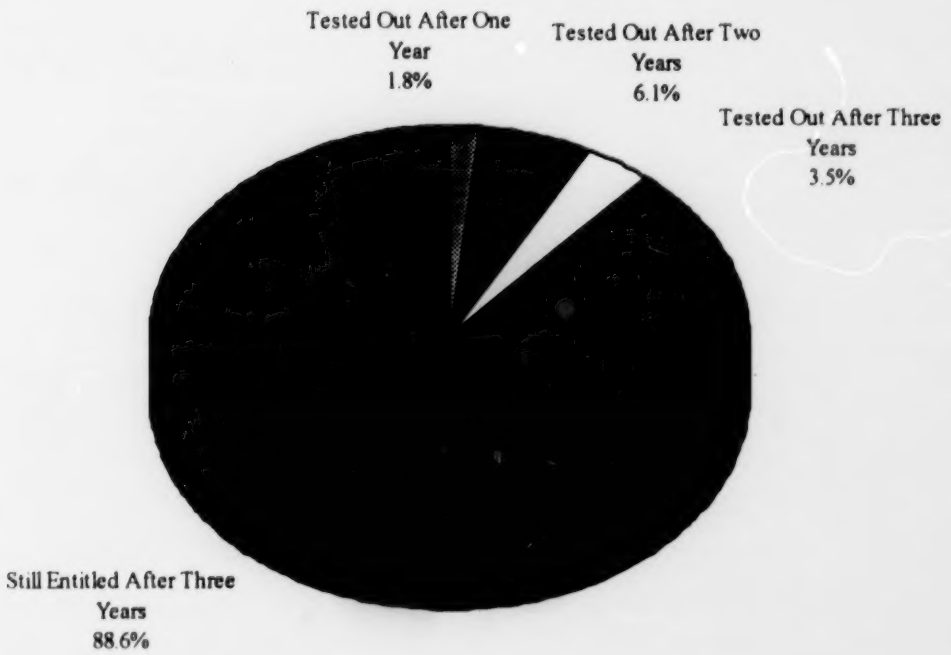
This graph does not include 165 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 2 (cont'd)

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER THREE YEARS

(Fall 1991 Through Spring 1994)

1,366 TOTAL NINTH GRADE STUDENTS IN PROGRAMS


Tested Out After One Year 1.8%
Tested Out After Two Years 6.1%
Tested Out After Three Years 3.5%
Still Entitled After Three Years 88.6%

TESTED OUT AFTER ONE YEAR	24
TESTED OUT AFTER TWO YEARS	84
TESTED OUT AFTER THREE YEARS	48
STILL ENTITLED AFTER THREE YEARS	1,210

This graph does not include 584 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Are there differences in the ESL/bilingual exit rates for students from different language groups?

Yes. LEP students who speak Korean, Chinese or Russian exited ESL/bilingual programs faster than those who speak Haitian Creole or Spanish.

Three-year exit rates for LEP students in ESL or bilingual classes who entered in kindergarten were as follows for five home-language groups.

- 91.8 percent for Korean
- 87.4 percent for Russian
- 82.6 percent for Chinese
- 58.7 percent for Haitian Creole
- 50.6 percent for Spanish

The three-year exit rates were lower for students entering at higher grade levels, but the differences among language groups were still observed.

Are there differences among language groups in patterns of enrollment in ESL-only versus bilingual programs?

Students from different language backgrounds differed substantially in their enrollment in ESL-only as opposed to bilingual programs. Students with Spanish and, to some extent, Haitian Creole as their home language tended to receive bilingual services, whereas their peers in other language groups tended to receive ESL-only services.

How well do students who exit ESL/bilingual programs perform after they enter monolingual-English classes?

Students in both cohorts who tested out of LEP-entitlement after one or two years of service generally performed above average on the citywide tests of reading (in English) and mathematics that were given in spring 1994. However, there were large differences in performance between those who had been served in ESL-only versus bilingual programs, and between those who exited after one or two years versus those who exited after three or more years.

For students who tested out of LEP-entitlement after one or two years of service, those enrolled in ESL-only programs outperformed those in bilingual programs on the Degrees of Reading Power (DRP) test, a measure of the ability to read English prose. When interpreting this finding, one should be aware that students who exit ESL/bilingual classes earlier have spent more time in monolingual-English classes than those who exit later.

Figure 3 shows the percentage of students in ESL-only versus bilingual programs who read at or above grade level on the DRP in 1994, according to the number of years required to test out of their programs.

For students who entered kindergarten or grade 1 in 1990, and who tested out of LEP status after one or two years, about 50 percent of those in ESL programs, and about 38 percent of those in bilingual programs, were reading at or above grade level in English in spring 1994. Among those who tested out of LEP status after three years, about 28 percent of those in ESL programs and about 20 percent of those in bilingual programs were reading at or above grade level in English.

This same group of students scored even higher on the California Achievement Test (CAT/5) in mathematics than they did on the reading test. Here again, however, those enrolled in ESL-only programs scored higher than did those enrolled in bilingual programs. Figure 4 presents this information graphically.

For students who entered kindergarten or grade 1 in 1990, and who tested out of LEP status after one or two years, over 70 percent of those in ESL programs, but only about 57 percent of those in bilingual programs, performed at or above grade level in mathematics. Note, though, that both groups were performing above grade level.

This pattern of higher mathematics scores for students in ESL-only programs than for those in bilingual programs was reversed for students in the first cohort who tested out after four years, and students in the second cohort who tested out after three years. The reasons for this reversal are not known, although it may be significant that the students involved were still receiving either ESL-only or bilingual services at the time of CAT/5 testing, and that the number of students included in the comparisons was relatively small.

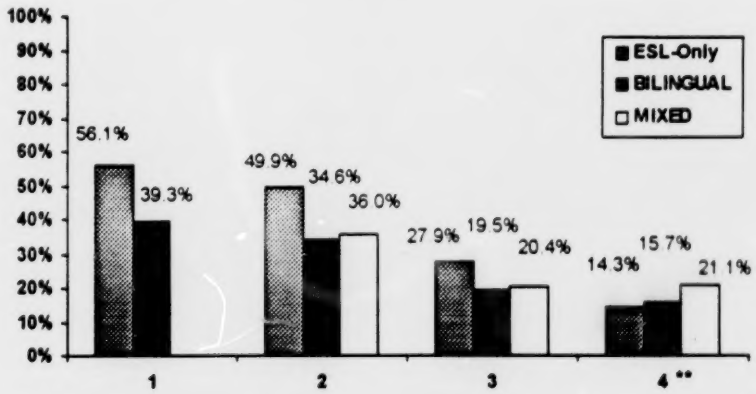
It will be desirable to continue the research summarized in this report. The study to date has used relatively short-term outcome measures--success in leaving ESL and bilingual programs, and short-term performance on achievement tests for those students who exited. Longer-range criteria such as courses passed, grades, and graduation rates, may reveal other findings.

Beyond continuing this research, we propose a general review of bilingual programs and their enrollment patterns, methods, and goals. A survey of districts with a history of retaining LEP students longer than other districts in ESL/bilingual programs may also yield information useful for future planning.

1994 DRP READING RESULTS OF STUDENTS WHO ARE NO LONGER LEP

1990 Cohort

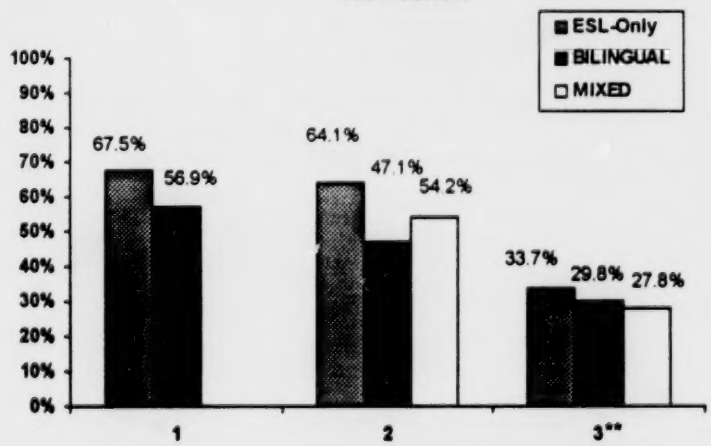
PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE



NUMBER TESTED	1,738	1,462	0	784	813	211	541	889	270	84	159	71
NUMBER ABOVE THE 50TH PERCENTILE	975	575	0	391	281	76	151	173	55	12	25	15

1991 Cohort

PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE

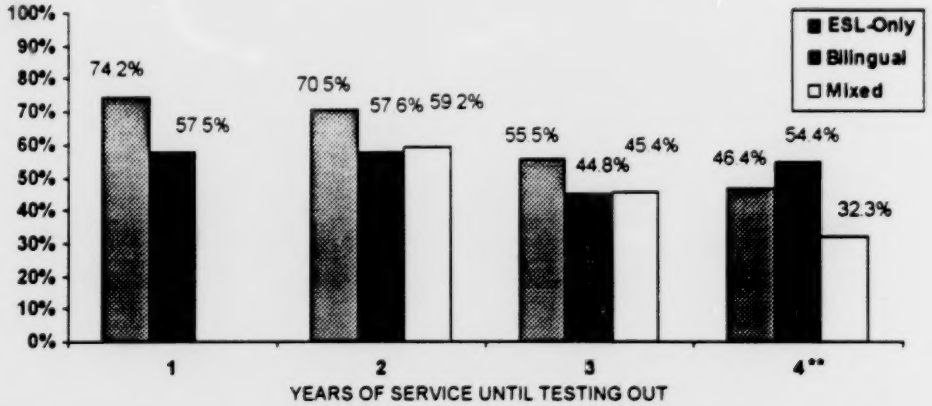


NUMBER TESTED	120	65	0	128	68	24	86	84	18			
NUMBER ABOVE THE 50TH PERCENTILE	81	37	0	82	32	13	29	25	5			

** ALTHOUGH THESE STUDENTS TESTED OUT IN THE SPRING OF 1994, THEY DID RECEIVE EITHER ESL-ONLY OR BILINGUAL SERVICES DURING THE 1993-94 SCHOOL YEAR.

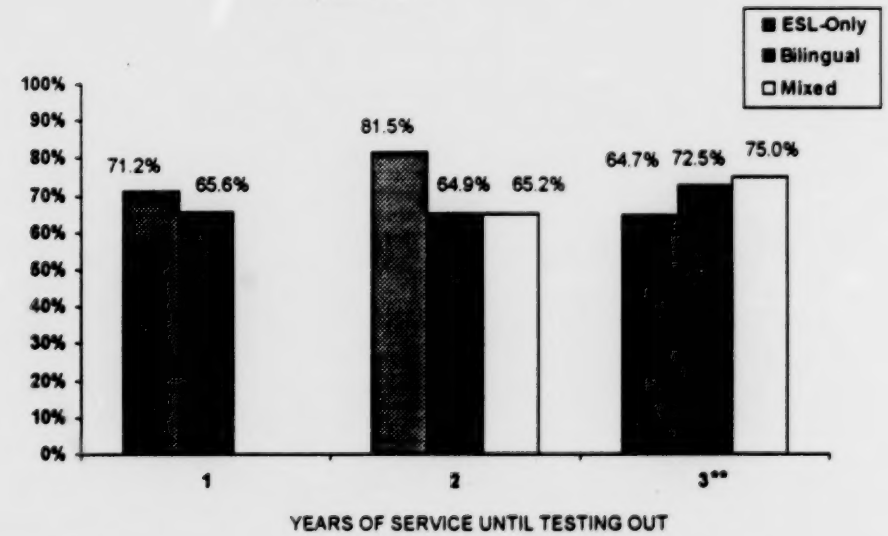
1994 CAT/5 MATH RESULTS OF STUDENTS WHO ARE NO LONGER LEP*

1990 COHORT



NUMBER TESTED	1,735	1,393	0	787	760	211	546	746	260	84	68	65
NUMBER ABOVE THE 50TH PERCENTILE	1,288	801	0	555	438	125	303	334	118	39	37	21

1991 COHORT



NUMBER TESTED	125	64	0	124	57	23	85	40	16			
NUMBER ABOVE THE 50TH PERCENTILE	89	42	0	101	37	15	55	29	12			

* DOES NOT INCLUDE STUDENTS WHO TOOK TRANSLATED VERSIONS.
** ALTHOUGH THESE STUDENTS TESTED OUT IN THE SPRING OF 1994, THEY DID RECEIVE EITHER ESL-ONLY OR BILINGUAL SERVICES DURING THE 1993-94 SCHOOL YEAR.

INTRODUCTION

Each September many new students enter the New York City Public Schools with little functional knowledge of English as a spoken or written language, and with a background of a non-English language spoken in the home. Although these students of limited English proficiency (LEP) may be admitted at any grade level from kindergarten through the late high school years, their greatest numbers are admitted to kindergarten and grade 1.

Since 1989, the eligibility of these students for bilingual or English-as-a-second-language (ESL) programs has been contingent on their scoring at or below the 40th percentile on the Language Assessment Battery, or LAB, a standardized test of English proficiency. The LAB was renormed for kindergarten and grade 1 in 1990, and for grades 2 and above in 1991. Whether a particular student is assigned to an ESL or a bilingual class depends in part on the availability of a bilingual program in the child's school; there may be none, for example, if there are insufficient LEP-eligible students with the same home language in or near the student's grade. In addition, a student's parents may override the school's recommendation of a bilingual program in favor of an ESL-only program.

It should be mentioned that all ESL programs referred to in this report are properly termed "ESL-only" programs. However, all bilingual programs are designed to have an ESL component included along with instruction in the students' native language. Thus all students in LEP-entitled programs receive some training in English as a second language, but students in bilingual classes receive a significant part of their instruction in their primary language.

Once LEP-entitled students enter ESL-only or bilingual classes, their progress toward acquiring English-language proficiency is assessed each spring with a readministration of the LAB. Those who score at or above the 41st percentile on the LAB have exceeded the entitlement cutoff and are described as having tested out of their LEP entitlement program. Normally they then transfer to regular monolingual-English classes.

This paper is the first report of an ongoing study of LEP-entitled students and their progress toward regular class placement. It will also look briefly at their academic achievement after exiting LEP programs. The present study focuses primarily on the length of time it takes students to test out of LEP entitlement. It is important to remember, though, that testing out early as a measure of progress in achieving English proficiency may fail to capture important aspects of the English-language acquisition process. Some experts see the maintenance and further development of first-language skills as beneficial in their own right to LEP-entitled students. Furthermore there is some evidence from others' research that consolidating certain native-language skills may initially delay but later facilitate English-language acquisition.

For example, Ramirez (1991) studied the academic progress of elementary school children whose home language was Spanish. He compared the growth curves in English reading and mathematics skills for students in three kinds of programs: English-immersion, early-exit bilingual, and late-exit bilingual. The results suggested that students in the English-immersion and early-exit bilingual groups made progress from the first to the third grade, but that their rates of growth decreased as grade level increased. By contrast the late-exit bilingual group had growth rates that continued to accelerate beyond grade 3. For Ramirez's sample, then, LEP students in the late-exit bilingual program acquired mathematics and reading skills as fast as or faster than those in English-immersion and early-exit bilingual programs.

Collier and Thomas (1987) described a cross-sectional study of LEP students in a large school system. The data showed that students in grades 4 and 6 who had begun English-only schooling with little formal study of their native language scored lower on a standardized achievement test than students who had earlier been exposed to formal native-language education. Thus first-language proficiency may positively influence achievement in the second language.

The reader is cautioned that more definitive conclusions about the efficacy of ESL and bilingual programs must await follow-up reports of this ongoing study which will look at academic progress in the years subsequent to placement in an English-only classroom, using an array of academic indices.

METHODOLOGY

The study employed a longitudinal analysis of data on the educational progress of LEP-entitled, first-time entrants to the New York City Public Schools. Two cohorts of students were followed--students who entered kindergarten or grade 1 in the fall of 1990, and those who entered grades 2, 3, 6, or 9 in the fall of 1991. The reason for using two separate cohorts was to be able to make use of the revised LAB norms, which were available in 1990 for kindergarten and first grade, but not until the next year for grades 2 and above. The particular four grades sampled for the second cohort were selected for the study to simplify the research design by choosing significant points in the developmental continuum. In addition, all four levels of the LAB test would be represented in the data.[1]

The databases for these two cohorts were developed from the Office of Student Information Services' "biofile" tape. The first database included all general education and resource room students who were admitted for the first time in kindergarten or grade 1 in the fall 1990 semester. The second database included all general education and resource room students who were admitted for the first time to a New York City public school in grade 2, 3, 6, or 9 in the fall 1991 semester.

The final LEP-entitled cohorts used for this study were obtained by merging the two citywide databases described above with information from the Bilingual Education Student Information Survey (BESIS) database, then selecting a subset of these groups. The subset of interest consisted of members of the databases who had a non-English home language, and whose BESIS record indicated that the students scored at or below the 40th percentile on the LAB test taken in the fall semester when they entered the New York City public school system.[2] Students who transferred or dropped out of the New York City public schools, and did not re-enter within the time span of the study, were also deleted from the cohorts.

LAB data used to determine LEP eligibility each spring were obtained from the Office

[1] Level I of the LAB is administered to students in kindergarten through grade 2, Level II in grades 3-5, Level III in grades 6-8, and Level IV in grades 9-12.

[2] By regulation, all LEP students are entitled to service in an ESL or bilingual program. Program assignment depends in part on the number of LEP-eligible students at a given school. If a school in a community school district has a total of 15 or more students in the same grade, or in two contiguous grades, who have the same home language, then a bilingual program must be provided by that school. On the high school level, 20 students in the same grade with the same home language would mandate a bilingual program. Students enter an ESL-only program if a bilingual program is not provided in their language or if they opt for ESL despite the availability of a bilingual program.

LAB data used to determine LEP eligibility each spring were obtained from the Office of Student Information Services' Test History File. Data relating to program enrollment and LEP entitlement were collected through the spring of 1994, and were merged with the databases for the two cohorts. Thus this report follows the 1990 cohort for four school years, and the 1991 cohort for only three school years. The two cohorts were treated separately throughout the analyses.

RESULTS

The study findings have been organized in four major sections. The first describes student success in testing out of LEP entitlement according to whether the students were enrolled in ESL-only or bilingual programs. The second section examines success in testing out of ESL or bilingual programs according to home language, and the third section presents the results according to students' initial proficiency in English. The last section looks at the subsequent achievement test performance of students who have tested out of LEP programs and have entered monolingual-English classes.

The presentation of results will tend to emphasize testing out of ESL/bilingual programs within three years because New York State funding is provided without waiver for a maximum of three years of LEP-entitled service.

Results, Section 1

Exit Rates from ESL and Bilingual Programs, by Grade Entered

How long does it take students who are enrolled in LEP-entitled programs to test out of the programs?

Of the 11,320 LEP students who entered the New York City public schools in kindergarten, 26.8 percent tested out of their ESL/bilingual programs in a single year, and 59.4 percent tested out within three years or less.

Students entering the schools in grades following kindergarten have progressively less success in testing out of their LEP-entitled programs.

For example, the rates at which LEP students tested out of their LEP programs within three years or less were 48.2 percent for those who entered grade 1, 37.9 percent for those entering grade 2, 33.5 percent for those entering grade 3, 15.0 percent for those entering grade 6, and 11.4 percent for those entering grade 9.

Tables 1 and 2 show the data from which these figures are taken. The "All Students" columns of these tables show the results without regard for the type of program to which the student was assigned. Within any section of these tables, the percentage of students testing out of their programs in three years or less is obtained by summing the numbers of students who tested out after one year, after two years, and after three years, and dividing the result by the total number of students in the group. Taking, for example, the 11,320 students in the 1990 cohort who entered the system in kindergarten, the percentage that tested out in three years or less is the sum of 3,034, 1,357, and 2,332 (6,723) divided by 11,320, or .594 (59.4 percent).

Figures 5 and 6, repeated here from the Summary section of this report, present the same information in graphic form.

Table 1

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **FOUR** YEARS

(Fall 1990 Through Spring 1994)

KINDERGARTEN STUDENTS IN 1990 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	3,034	26.8%	1,617	41.1%	1,417	23.1%	N/A	
TESTED OUT AFTER TWO YEARS	1,357	12.0%	640	16.3%	611	10.0%	106	8.5%
TESTED OUT AFTER THREE YEARS	2,332	20.6%	865	22.0%	1,133	18.5%	334	26.8%
TESTED OUT AFTER FOUR YEARS	443	3.9%	139	3.5%	218	3.6%	86	6.9%
STILL ENTITLED AFTER FOUR YEARS	4,154	36.7%	676	17.2%	2,759	44.9%	719	57.8%
TOTAL STUDENTS	**11,320***		**3,937**		**6,138**		**1,245**	

*This count does not include an additional 1,428 students (11.2 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

FIRST GRADE STUDENTS IN 1990 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	231	11.3%	151	22.0%	80	7.1%	N/A	
TESTED OUT AFTER TWO YEARS	582	28.3%	287	41.8%	259	23.1%	36	14.6%
TESTED OUT AFTER THREE YEARS	177	8.6%	62	9.0%	92	8.2%	23	9.3%
TESTED OUT AFTER FOUR YEARS	126	6.1%	34	5.0%	59	5.3%	33	13.4%
STILL ENTITLED AFTER FOUR YEARS	937	45.6%	152	22.2%	630	56.3%	155	62.8%
TOTAL STUDENTS	**2,053***		**686**		**1,120**		**247**	

*This count does not include an additional 435 students (17.5 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

**Students in the mixed category received different services each year; for example, a full Bilingual program in year one and ESL-only in year two.

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NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS

(Fall 1991 Through Spring 1994)

SECOND GRADE STUDENTS IN 1991 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	97	11.5%	71	24.8%	26	5.4%	N/A	
TESTED OUT AFTER TWO YEARS	110	13.1%	71	24.8%	29	6.0%	10	14.3%
TESTED OUT AFTER THREE YEARS	112	13.3%	51	17.8%	52	10.7%	9	12.9%
STILL ENTITLED AFTER THREE YEARS	522	62.1%	93	32.5%	378	77.9%	51	72.9%
TOTAL STUDENTS	**841***		**286**		**485**		**70**	

*This count does not include an additional 163 students (16.2 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

THIRD GRADE STUDENTS IN 1991 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	39	4.9%	34	13.1%	5	1.1%	N/A	
TESTED OUT AFTER TWO YEARS	98	12.3%	61	23.5%	30	6.6%	7	8.3%
TESTED OUT AFTER THREE YEARS	130	16.3%	59	22.7%	64	14.1%	7	8.3%
STILL ENTITLED AFTER THREE YEARS	530	66.5%	106	40.8%	354	78.1%	70	83.3%
TOTAL STUDENTS	**797***		**260**		**453**		**84**	

*This count does not include an additional 154 students (16.2 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

**Students in the mixed category received different services each year; for example, a full Bilingual program in year one and ESL-only in year two.

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER THREE YEARS
(Fall 1991 Through Spring 1994)

SIXTH GRADE STUDENTS IN 1991 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	24	3.2%	20	10.2%	4	.9%	N/A	
TESTED OUT AFTER TWO YEARS	40	5.3%	17	8.7%	14	3.1%	9	8.3%
TESTED OUT AFTER THREE YEARS	49	6.5%	27	13.8%	13	2.9%	9	8.3%
STILL ENTITLED AFTER THREE YEARS	641	85.0%	132	67.3%	419	93.1%	90	83.3%
TOTAL STUDENTS	**754***		**196**		**450**		**108**	

*This count does not include an additional 165 students (18.0 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NINTH GRADE STUDENTS IN 1991 COHORT

STATUS	ALL STUDENTS		TYPE OF PROGRAM					
			ESL-ONLY		BILINGUAL		MIXED PROGRAM**	
	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% TOTAL
TESTED OUT AFTER ONE YEAR	24	1.8%	13	4.7%	11	1.5%	N/A	
TESTED OUT AFTER TWO YEARS	84	6.1%	36	12.9%	28	3.7%	20	6.0%
TESTED OUT AFTER THREE YEARS	48	3.5%	12	4.3%	24	3.2%	12	3.6%
STILL ENTITLED AFTER THREE YEARS	1,210	88.6%	217	78.1%	690	91.6%	303	90.4%
TOTAL STUDENTS	**1,366***		**278**		**753**		**335**	

*This count does not include an additional 584 students (29.9 percent) who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

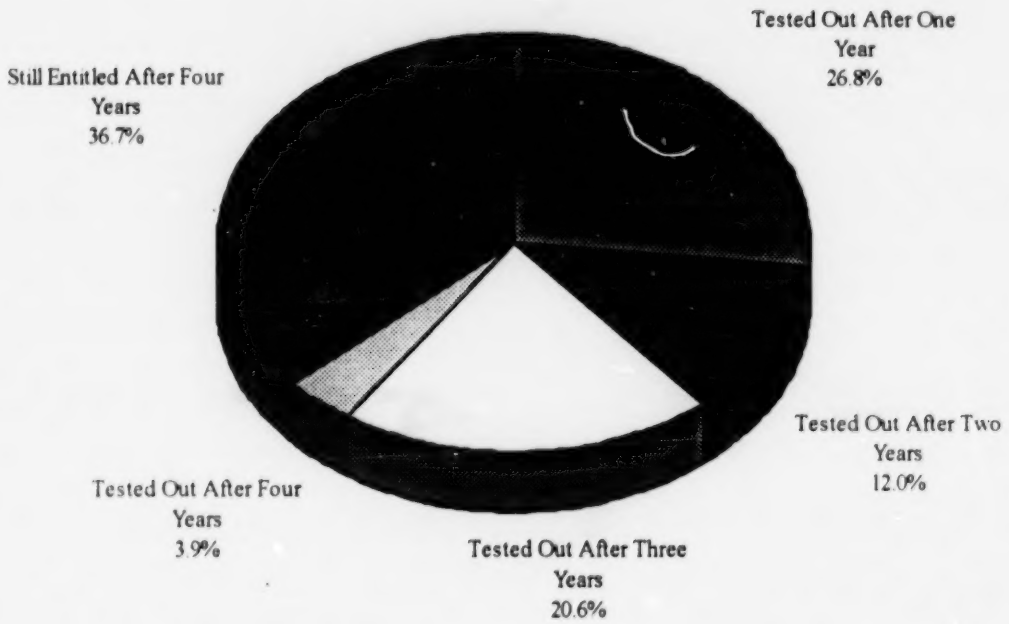
**Students in the mixed category received different services each year; for example, a full Bilingual program in year one and ESL-only in year two.

Figure 5

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER FOUR YEARS

(Fall 1990 Through Spring 1994)

11,320 TOTAL KINDERGARTEN STUDENTS IN PROGRAMS



TESTED OUT AFTER ONE YEAR	3,034
TESTED OUT AFTER TWO YEARS	1,357
TESTED OUT AFTER THREE YEARS	2,332
TESTED OUT AFTER FOUR YEARS	443
STILL ENTITLED AFTER FOUR YEARS	4,154

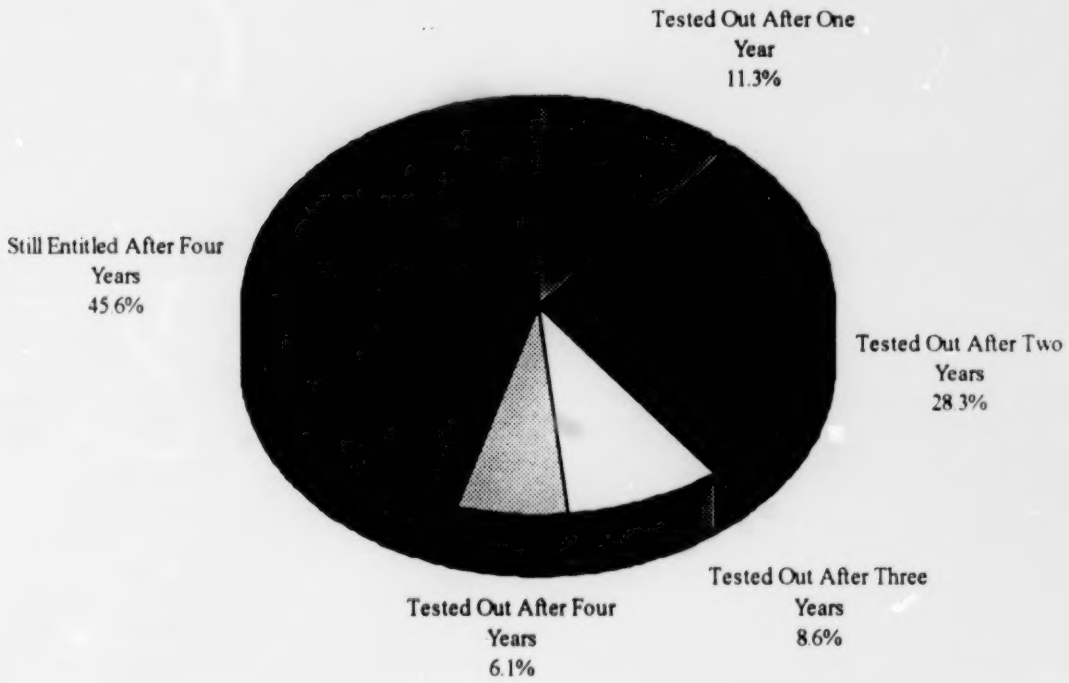
This graph does not include 1,428 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 5 (cont'd)

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER FOUR YEARS

(Fall 1990 Through Spring 1994)

2,053 TOTAL FIRST GRADE STUDENTS IN PROGRAMS



TESTED OUT AFTER ONE YEAR	231
TESTED OUT AFTER TWO YEARS	582
TESTED OUT AFTER THREE YEARS	177
TESTED OUT AFTER FOUR YEARS	126
STILL ENTITLED AFTER FOUR YEARS	937

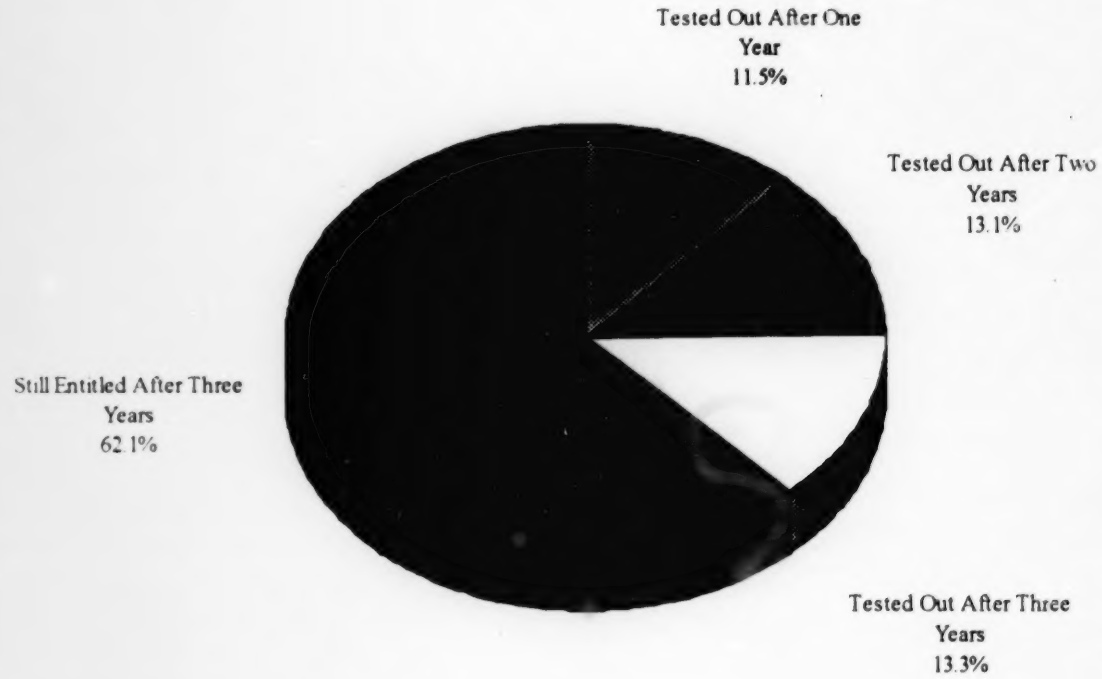
This graph does not include 435 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Figure 6

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS

(Fall 1991 Through Spring 1994)

841 TOTAL SECOND GRADE STUDENTS IN PROGRAMS

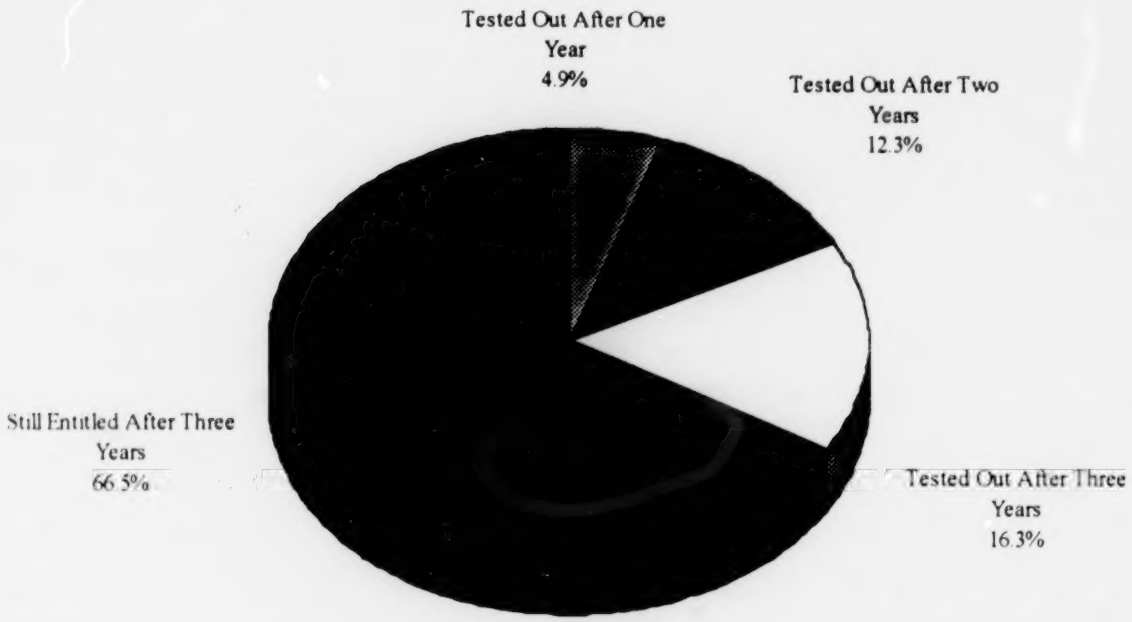


TESTED OUT AFTER ONE YEAR	97
TESTED OUT AFTER TWO YEARS	110
TESTED OUT AFTER THREE YEARS	112
STILL ENTITLED AFTER THREE YEARS	522

This graph does not include 163 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS
(Fall 1991 Through Spring 1994)

797 TOTAL THIRD GRADE STUDENTS IN PROGRAMS

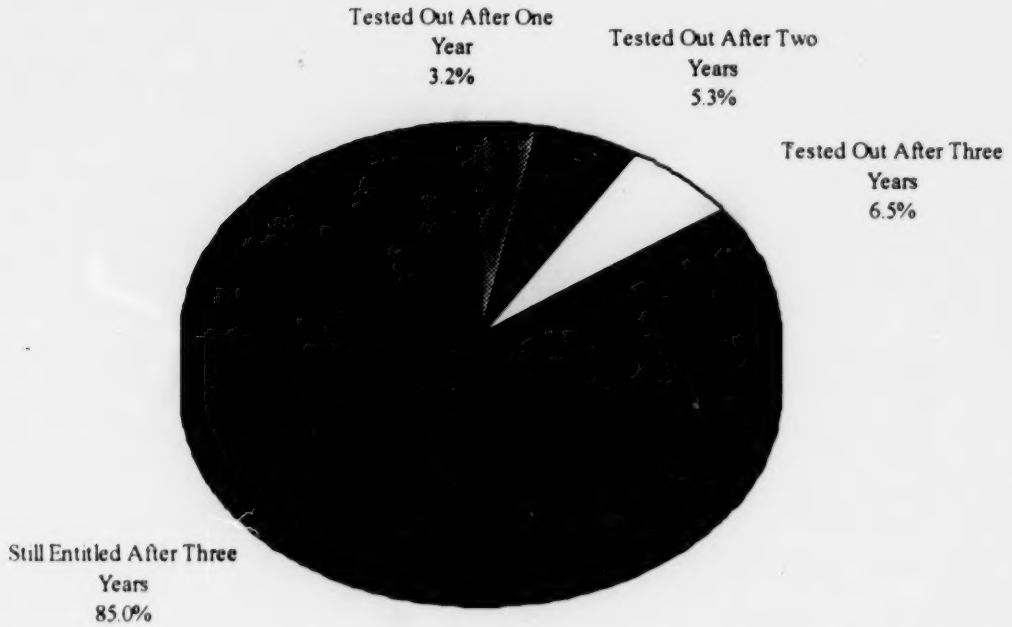


TESTED OUT AFTER ONE YEAR	39
TESTED OUT AFTER TWO YEARS	98
TESTED OUT AFTER THREE YEARS	130
STILL ENTITLED AFTER THREE YEARS	530

This graph does not include 154 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER THREE YEARS
(Fall 1991 Through Spring 1994)

754 TOTAL SIXTH GRADE STUDENTS IN PROGRAMS

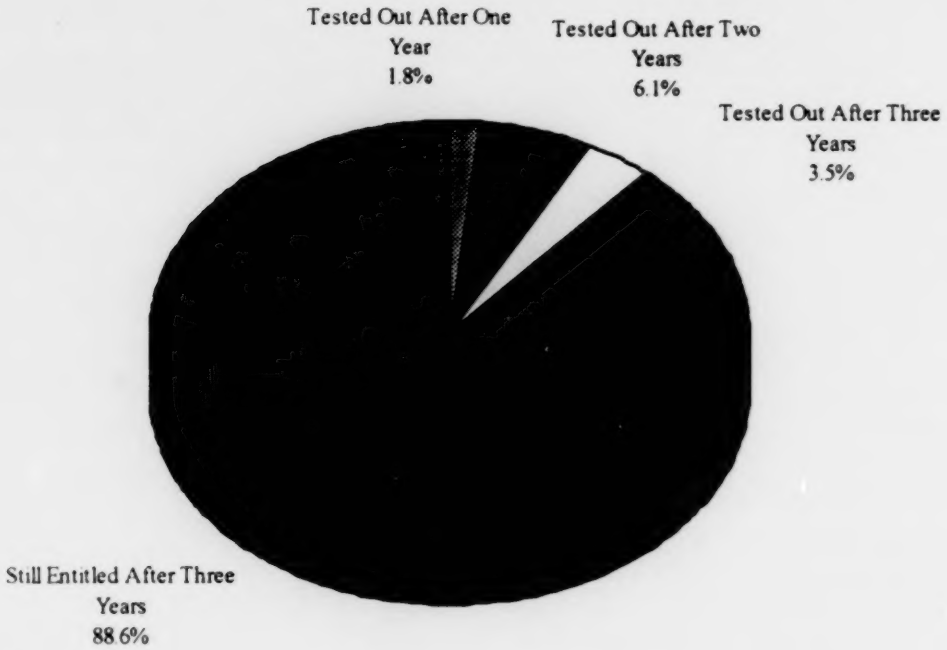


TESTED OUT AFTER ONE YEAR	24
TESTED OUT AFTER TWO YEARS	40
TESTED OUT AFTER THREE YEARS	49
STILL ENTITLED AFTER THREE YEARS	641

This graph does not include 165 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NUMBER AND PERCENT OF LEP STUDENTS EXITING ESL-ONLY OR BILINGUAL PROGRAMS OVER **THREE** YEARS
(Fall 1991 Through Spring 1994)

1,366 TOTAL NINTH GRADE STUDENTS IN PROGRAMS


Tested Out After One Year 1.8%
Tested Out After Two Years 6.1%
Tested Out After Three Years 3.5%
Still Entitled After Three Years 88.6%

TESTED OUT AFTER ONE YEAR	24
TESTED OUT AFTER TWO YEARS	84
TESTED OUT AFTER THREE YEARS	48
STILL ENTITLED AFTER THREE YEARS	1,210

This graph does not include 584 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Is there a difference in the exit rates of LEP students who are enrolled in ESL-only and bilingual programs?

Regardless of the grade entered, students enrolled in ESL-only classes tested out of the programs faster than students in bilingual programs.

In general, students in mixed programs (those whose LEP-entitled programs included ESL-only and bilingual classes in different years) took longer to test out of their programs than did students who received only one type of service.

The "Type of Program" columns of Tables 1 and 2 provide the data for answering these questions. The first panel of Table 1, for instance, shows that 1,617, or 41.1 percent, of the 3,937 students who enrolled in an ESL-only kindergarten program tested out after only one year. This is contrasted with 23.1 percent, the proportion of students who tested out of a bilingual kindergarten program at the end of one year. The second section of Table 1 presents similar data for students who entered the schools in grade 1. Table 2 provides analogous information for students in the second cohort--those first entering the system in grades 2, 3, 6, and 9.

The three-year exit rates for students in ESL-only and bilingual classes are shown below, separately according to grade of entry.

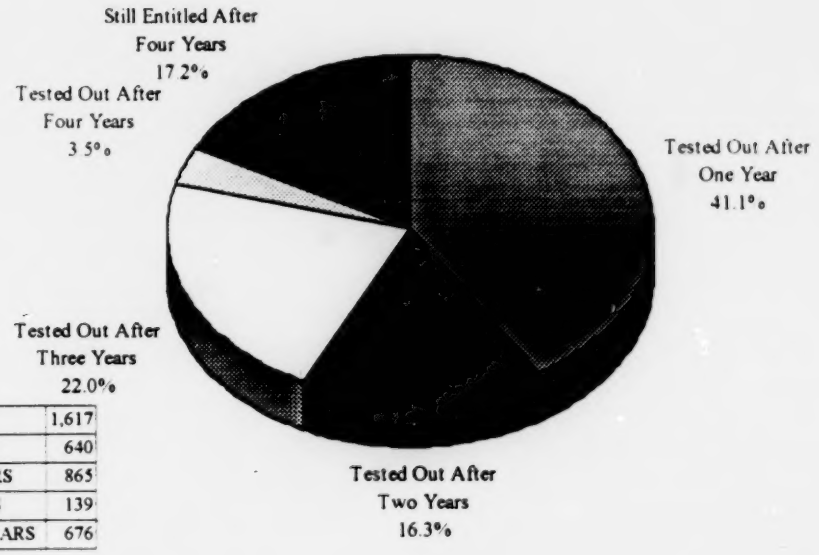
Kindergarten entry:	79.3 percent in ESL-only programs 51.5 percent in bilingual programs
Grade 1 entry:	72.9 percent in ESL-only programs 38.5 percent in bilingual programs
Grade 2 entry:	67.5 percent in ESL-only programs 22.1 percent in bilingual programs
Grade 3 entry:	59.2 percent in ESL-only programs 21.9 percent in bilingual programs
Grade 6 entry:	32.7 percent in ESL-only programs 6.9 percent in bilingual programs
Grade 9 entry:	21.9 percent in ESL-only programs 8.4 percent in bilingual programs

Figures 5 and 6 show graphically the proportions of students who required different lengths of time to exit LEP-entitled programs, according to the grade in which they first entered the system. Figures 7 through 12 contrast the exit rates graphically for students in ESL-only and bilingual programs, in each of the entry grades studied.

Figure 7

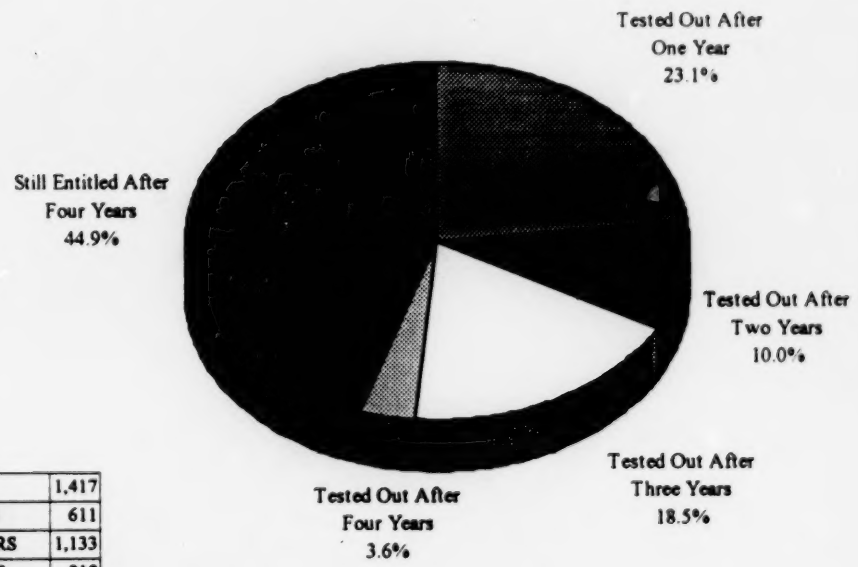
KINDERGARTEN 1990 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1990 Through Spring 1994)

3,937 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Still Entitled After Four Years 17.2%
Tested Out After Four Years 3.5%
Tested Out After One Year 41.1%
Tested Out After Three Years 22.0%
Tested Out After Two Years 16.3%

TESTED OUT AFTER ONE YEAR	1,617
TESTED OUT AFTER TWO YEARS	640
TESTED OUT AFTER THREE YEARS	865
TESTED OUT AFTER FOUR YEARS	139
STILL ENTITLED AFTER FOUR YEARS	676

6,138 TOTAL STUDENTS IN BILINGUAL PROGRAMS


Tested Out After One Year 23.1%
Still Entitled After Four Years 44.9%
Tested Out After Two Years 10.0%
Tested Out After Three Years 18.5%
Tested Out After Four Years 3.6%

TESTED OUT AFTER ONE YEAR	1,417
TESTED OUT AFTER TWO YEARS	611
TESTED OUT AFTER THREE YEARS	1,133
TESTED OUT AFTER FOUR YEARS	218
STILL ENTITLED AFTER FOUR YEARS	2,759

Notes:

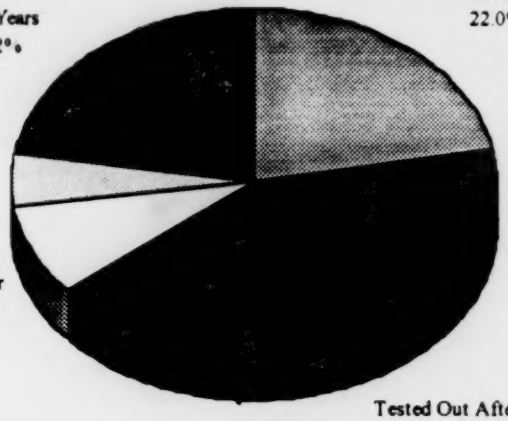
1- The graphs do not include 1,428 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 1,245 students with mixed programs are also not represented.

Figure 8

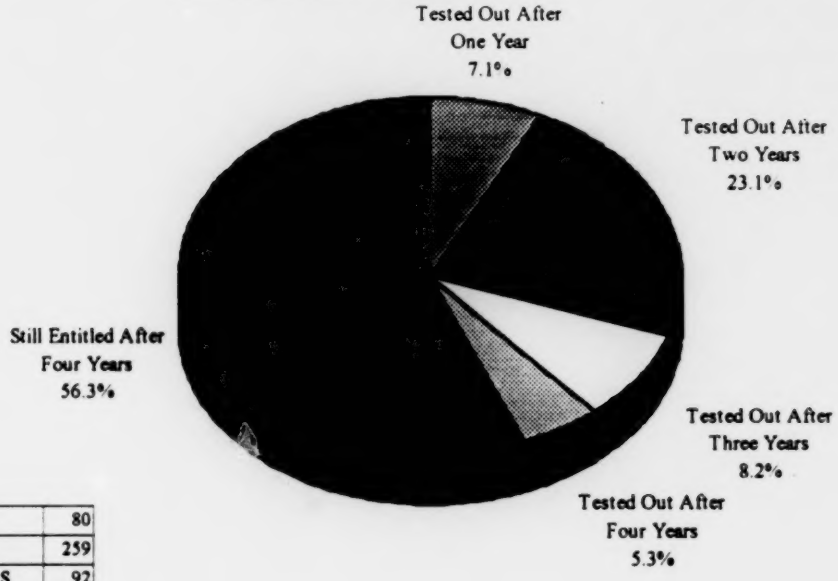
FIRST GRADE 1990 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1990 Through Spring 1994)

686 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Still Entitled After Four Years 22.2%
Tested Out After One Year 22.0%
Tested Out After Four Years 5.0%
Tested Out After Three Years 9.0%
Tested Out After Two Years 41.8%

TESTED OUT AFTER ONE YEAR	151
TESTED OUT AFTER TWO YEARS	287
TESTED OUT AFTER THREE YEARS	62
TESTED OUT AFTER FOUR YEARS	34
STILL ENTITLED AFTER FOUR YEARS	152

1,120 TOTAL STUDENTS IN BILINGUAL PROGRAMS


Tested Out After One Year 7.1%
Tested Out After Two Years 23.1%
Still Entitled After Four Years 56.3%
Tested Out After Three Years 8.2%
Tested Out After Four Years 5.3%

TESTED OUT AFTER ONE YEAR	80
TESTED OUT AFTER TWO YEARS	259
TESTED OUT AFTER THREE YEARS	92
TESTED OUT AFTER FOUR YEARS	59
STILL ENTITLED AFTER FOUR YEARS	630

Notes:

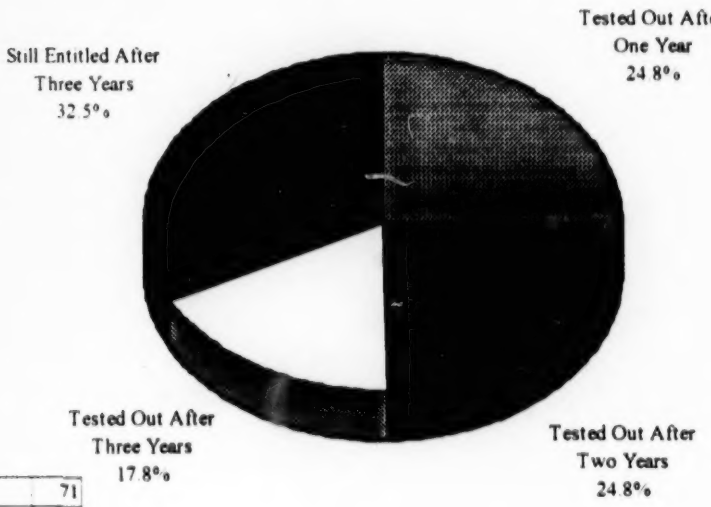
1- The graphs do not include 435 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 247 students with mixed programs are also not represented.

Figure 9

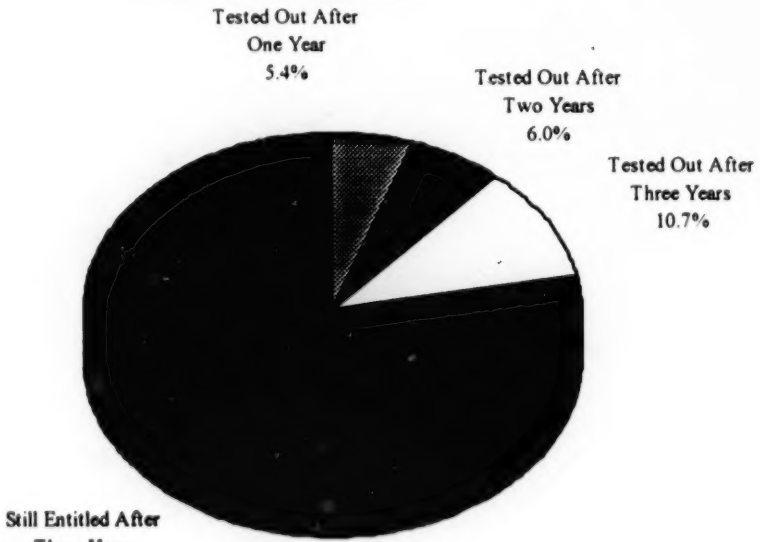
SECOND GRADE 1991 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1991 Through Spring 1994)

286 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Tested Out After One Year 24.8%
Still Entitled After Three Years 32.5%
Tested Out After Three Years 17.8%
Tested Out After Two Years 24.8%

TESTED OUT AFTER ONE YEAR	71
TESTED OUT AFTER TWO YEARS	71
TESTED OUT AFTER THREE YEARS	51
STILL ENTITLED AFTER THREE YEARS	93

485 TOTAL STUDENTS IN BILINGUAL PROGRAMS


Tested Out After One Year 5.4%
Tested Out After Two Years 6.0%
Tested Out After Three Years 10.7%
Still Entitled After Three Years 77.9%

TESTED OUT AFTER ONE YEAR	26
TESTED OUT AFTER TWO YEARS	29
TESTED OUT AFTER THREE YEARS	52
STILL ENTITLED AFTER THREE YEARS	378

Notes:

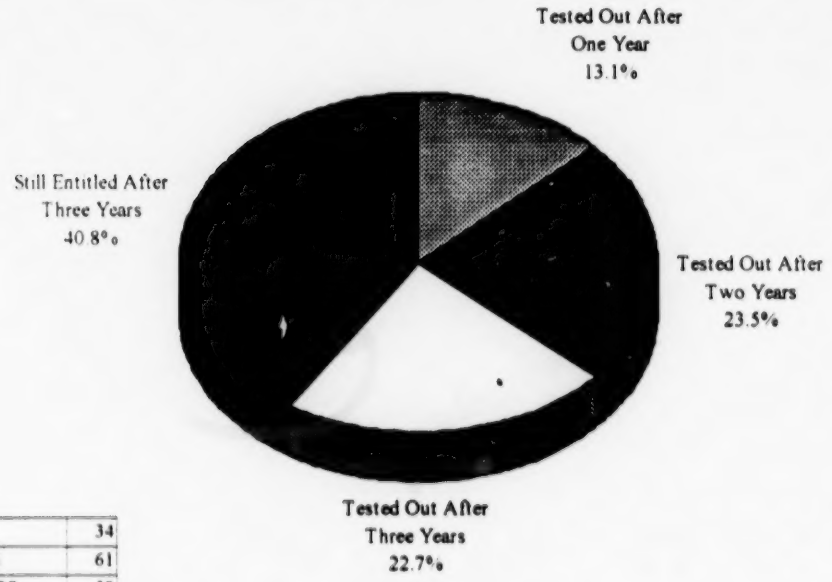
1- The graphs do not include 163 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 70 students with mixed programs are also not represented.

Figure 10

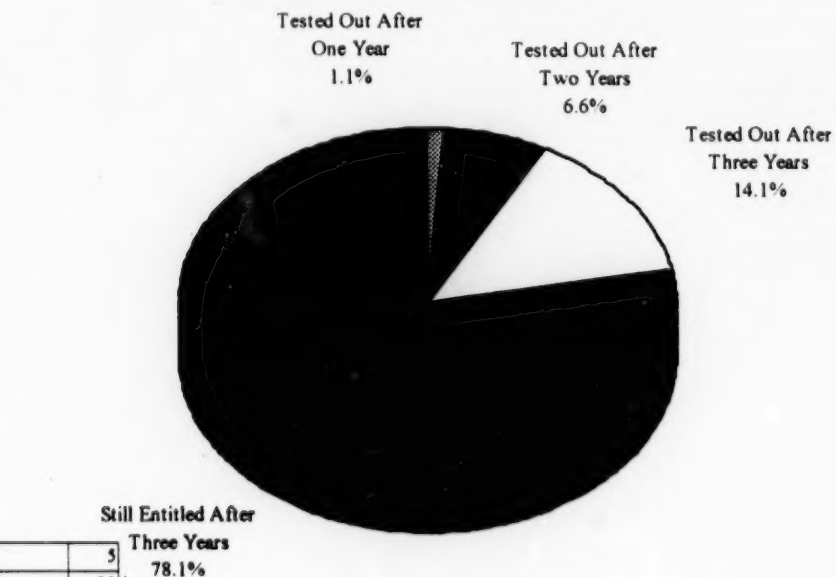
THIRD GRADE 1991 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1991 Through Spring 1994)

260 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Tested Out After One Year 13.1%
Still Entitled After Three Years 40.8%
Tested Out After Two Years 23.5%
Tested Out After Three Years 22.7%

TESTED OUT AFTER ONE YEAR	34
TESTED OUT AFTER TWO YEARS	61
TESTED OUT AFTER THREE YEARS	59
STILL ENTITLED AFTER THREE YEARS	106

453 TOTAL STUDENTS IN BILINGUAL PROGRAMS


Tested Out After One Year 1.1%
Tested Out After Two Years 6.6%
Tested Out After Three Years 14.1%
Still Entitled After Three Years 78.1%

TESTED OUT AFTER ONE YEAR	5
TESTED OUT AFTER TWO YEARS	30
TESTED OUT AFTER THREE YEARS	64
STILL ENTITLED AFTER THREE YEARS	354

Notes:

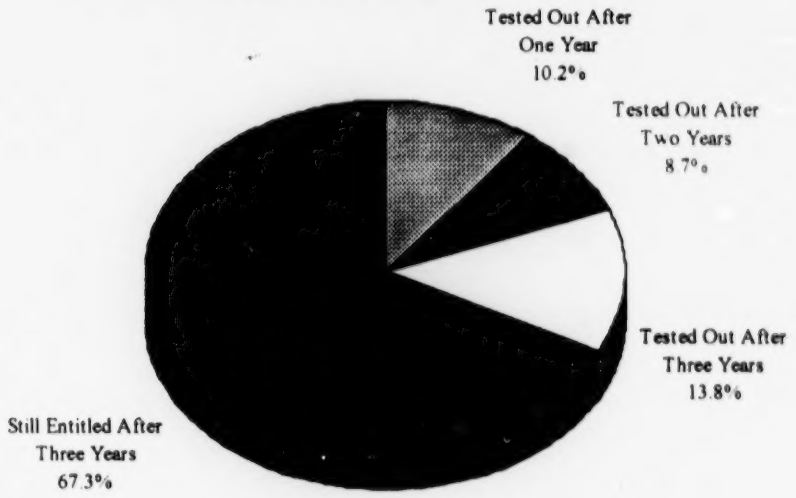
1- The graphs do not include 154 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 84 students with mixed programs are also not represented.

Figure 11

SIXTH GRADE 1991 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1991 Through Spring 1994)

196 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Tested Out After One Year 10.2%
Tested Out After Two Years 8.7%
Tested Out After Three Years 13.8%
Still Entitled After Three Years 67.3%

TESTED OUT AFTER ONE YEAR	20
TESTED OUT AFTER TWO YEARS	17
TESTED OUT AFTER THREE YEARS	27
STILL ENTITLED AFTER THREE YEARS	132

450 TOTAL STUDENTS IN BILINGUAL PROGRAMS

Tested Out After One Year 0.9%
Tested Out After Two Years 3.1%
Tested Out After Three Years 2.9%
Still Entitled After Three Years 93.1%

TESTED OUT AFTER ONE YEAR	4
TESTED OUT AFTER TWO YEARS	14
TESTED OUT AFTER THREE YEARS	13
STILL ENTITLED AFTER THREE YEARS	419

Notes:

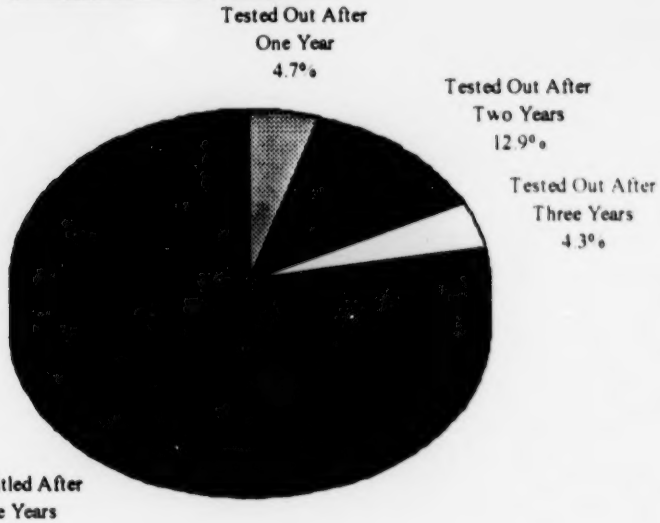
1- The graphs do not include 165 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 108 students with mixed programs are also not represented.

Figure 12

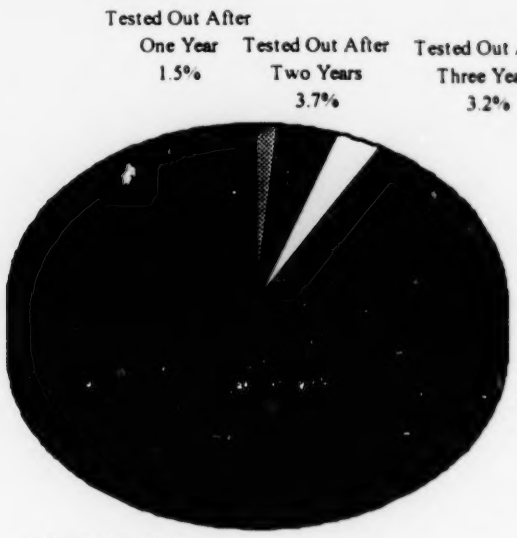
NINTH GRADE 1991 COHORT
EXIT DATA FOR ESL-ONLY VERSUS BILINGUAL PROGRAMS
(Fall 1991 Through Spring 1994)

278 TOTAL STUDENTS IN ESL-ONLY PROGRAMS


Tested Out After One Year 4.7%
Tested Out After Two Years 12.9%
Tested Out After Three Years 4.3%
Still Entitled After Three Years 78.1%

TESTED OUT AFTER ONE YEAR	13
TESTED OUT AFTER TWO YEARS	36
TESTED OUT AFTER THREE YEARS	12
STILL ENTITLED AFTER THREE YEARS	217

753 TOTAL STUDENTS IN BILINGUAL PROGRAMS


Tested Out After One Year 1.5%
Tested Out After Two Years 3.7%
Tested Out After Three Years 3.2%
Still Entitled After Three Years 91.6%

TESTED OUT AFTER ONE YEAR	11
TESTED OUT AFTER TWO YEARS	28
TESTED OUT AFTER THREE YEARS	24
STILL ENTITLED AFTER THREE YEARS	690

Notes:

1- The graphs do not include 584 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

2- 335 students with mixed programs are also not represented.

Exit Rates from ESL and Bilingual Programs, by Home Language

Do students with different home languages have different success rates in exiting LEP-entitled programs?

Exit rates from ESL/bilingual classes vary greatly for students in different home-language groups. For students who first enter the city schools in kindergarten or grades 1 through 3, those whose home languages are Korean, Russian, or Chinese test out of ESL/bilingual programs faster than those of Haitian or Spanish background. For students first entering the system in grades 6 and 9, however, all exit rates are relatively low, except those for native speakers of Russian; this finding should be viewed cautiously because the groups are small.

Tables 3 and 4 in the Appendix to this paper present exit data for LEP-entitled programs, separately for students from various language backgrounds. The percentage of students testing out of their programs in three years or less are shown below for two illustrative subgroups--those first entering the system in kindergarten, and those first entering in grade 2.

Language Group	Kindergarten Entrance	Grade 2 Entrance
Korean	91.8	80.0
Russian	87.4	72.4
Chinese	82.6	51.8
Haitian Creole	58.7	29.0
Spanish	50.6	21.2

Are there differences among language groups in the proportions of students served in ESL-only and bilingual programs?

LEP-entitled children whose home language is Spanish tend strongly to enroll in bilingual programs (74.9 percent of those entering in kindergarten, and 85.6 percent of those entering in grade 2). This strong tendency for Spanish-speaking children to receive bilingual services probably reflects the large Spanish-speaking population in the schools, and therefore the availability of Spanish-bilingual instruction.

Students of Haitian background, too, tended to enroll in bilingual programs; however, their service pattern varied by grade level, and generalizations are difficult because of the relatively small number of students involved.

By contrast, students of Russian background tend strongly to enroll in ESL-only programs (96.9 percent in kindergarten, and 82.8 percent of those entering in grade 2). Children of Korean and Chinese background also tended to enroll in ESL-only classes when they entered in the early grades.

For all language groups there was a general tendency for the rate of enrollment in ESL-only programs to decrease as children entered the system in later grades.

> Tables 5 and 6 in the Appendix give the percentages of students in five language groups who enrolled in ESL-only, bilingual, and mixed programs. (A mixed program is one in which the student receives ESL-only and bilingual services at different times.) The data are presented separately for students entering the system in each of the six grades studied.

Results, Section 3

Entering Level of English Proficiency

Is the exit rate from ESL-only and bilingual programs affected by students' entry level of English competence?

The proportion of students testing out of the programs increased with the students' entering level of English competence (as measured by percentile rank on the LAB). This was true whether success was measured as the percentage of students testing out after one year or within a three-year period. It also held generally true for students entering the system at all grade levels, and for both ESL-only and bilingual programs.

At each level of English proficiency on entering the system, exit rates were higher for ESL-only than for bilingual programs.

Tables 7 and 8 in the Appendix show details of the number of years required for students to test out of LEP-entitled programs as a function of percentile rank on the LAB, and the grade in which students entered a program.

Selected information, taken or computed from the data in Tables 7 and 8, is displayed below to summarize trends that must otherwise be teased out of the complete tables. Blanks appear below wherever there were fewer than 21 students on which to base a percentage value.

LAB		One-Year Exit Rate, by Entry Grade				Three-Year Exit Rate, by Entry Grade			
Percentile	Program	Kgt.	1	2	3	Kgt.	1	2	3
1	ESL-Only	30.0	10.9	13.9	5.5	75.4	68.3	63.9	50.6
	Bilingual	18.5	2.3	2.4	0.4	46.3	29.1	20.2	19.8
2-10	ESL-Only	48.6	24.5	38.6	8.6	82.7	68.4	70.5	65.5
	Bilingual	34.1	11.2	22.2	1.3	67.0	50.0	33.3	20.8
11-20	ESL-Only	55.1	39.2	--	56.5	85.0	85.3	--	87.0
	Bilingual	40.1	24.7	--	--	72.0	66.7	--	--
21-40	ESL-Only	61.1	45.0	--	--	87.6	88.3	--	--
	Bilingual	49.0	41.2	--	--	73.0	79.4	--	--

It can be seen that for the grades shown, both the one-year and the three-year exit rates are directly related to initial level on the LAB. This finding holds true for both ESL-only and bilingual programs.

Results, Section 4

Tested Achievement of Students Who Exit LEP Programs

In the years after students have exited ESL/bilingual programs, how well do they perform on standardized tests of reading and mathematics?

LEP-entitled students in both cohorts who tested out of their ESL or bilingual programs and entered monolingual-English classes performed well on the DRP (the citywide English reading test), and even better on the CAT/5 (the citywide mathematics test).

Students who took the least time to test out of ESL and bilingual programs generally scored higher on these tests than those who left the programs later. The former have spent more time in monolingual-English classes than the latter.

Each spring, students in grades 2-10 take the DRP, and students in grades 2-8 take the CAT/5. The spring 1994 results were tabulated for students in the study cohorts who were no longer LEP-entitled. The percentage of these students who scored at or above the 50th percentile on the tests (i.e., performed at grade level) was obtained separately according to the length of time it took students to test out of the LEP programs. The results are shown in Figures 13 and 14.

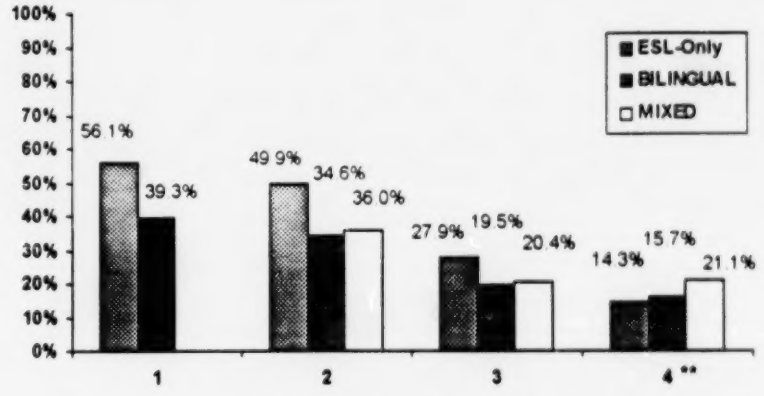
Figure 13 shows that students who tested out of their LEP-entitled programs in one or two years scored higher on the DRP in 1994 than did students who took longer to test out of the programs. The former have spent more time in monolingual-English classes than the latter. It is also clear that, with one exception, students who exited from ESL-only programs scored higher on the DRP than those who exited from bilingual programs. The exception was the group of students in the 1990 cohort who required four years to test out of their ESL-only or bilingual classes. However, these students tested out in spring 1994 and were served in ESL-only and bilingual classes during the 1993-94 school years. The group was also small in relation to the size of the 1990 cohort as a whole.

Figure 14 shows comparable results for 1994 scores on the CAT/5 mathematics test. For the 1990 cohort, students who tested out of LEP-entitled programs in one or two years surpassed those who took longer to exit the programs. Furthermore, for most of the subgroups studied, students who had been in ESL-only programs obtained higher mathematics scores than those who had been in bilingual classes. However, this trend was reversed for students in both cohorts who took the longest time to exit their LEP-entitled programs. No explanation is known for this reversal. In this connection, though, we should point out that for both cohorts the children who took the longest to exit their programs were still enrolled in the programs when the CAT/5 was administered in the spring of 1994. In addition, the number of

Figure 13

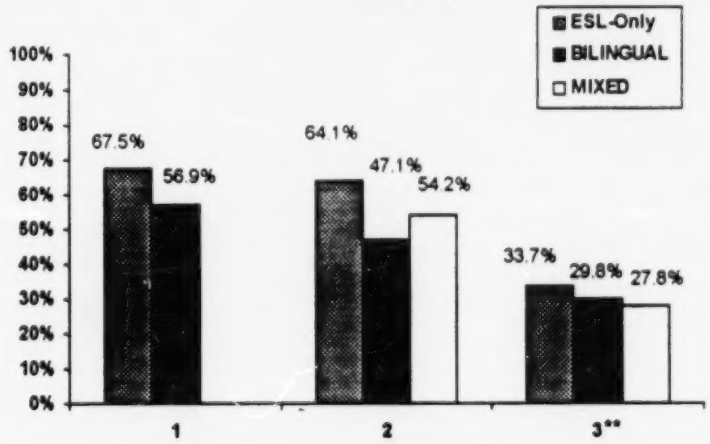
1994 DRP READING RESULTS OF STUDENTS WHO ARE NO LONGER LEP

1990 Cohort



NUMBER TESTED	1,738	1,462	0	784	813	211	541	889	270	84	159	71
NUMBER ABOVE THE 50TH PERCENTILE	975	575	0	391	281	76	151	173	55	12	25	15

1991 Cohort



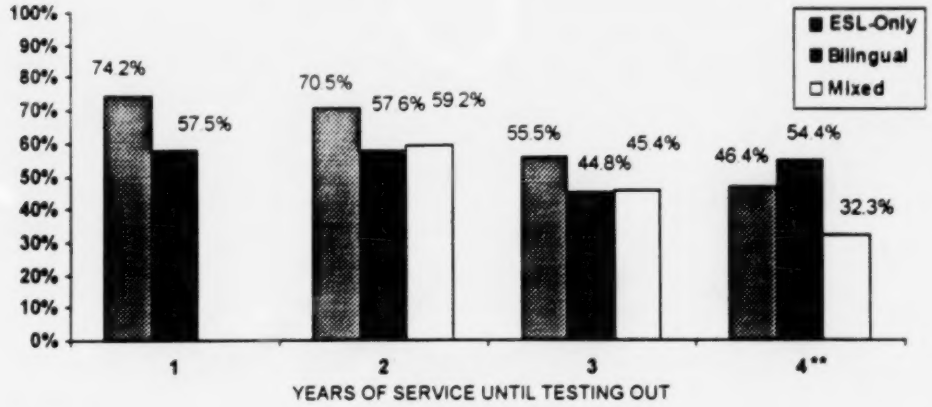
NUMBER TESTED	120	65	0	128	68	24	86	84	18			
NUMBER ABOVE THE 50TH PERCENTILE	81	37	0	82	32	13	29	25	5			

** ALTHOUGH THESE STUDENTS TESTED OUT IN THE SPRING OF 1994, THEY DID RECEIVE EITHER ESL-ONLY OR BILINGUAL SERVICES DURING THE 1993-94 SCHOOL YEAR.

Figure 14

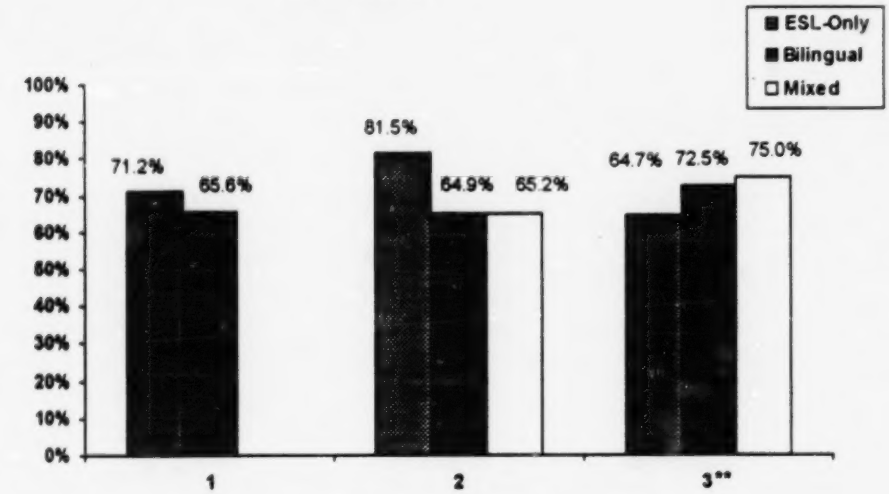
1994 CAT/5 MATH RESULTS OF STUDENTS WHO ARE NO LONGER LEP*

1990 COHORT



NUMBER TESTED	1,735	1,393	0	787	760	211	546	746	260	84	68	65
NUMBER ABOVE THE 50TH PERCENTILE	1,288	801	0	555	438	125	303	334	118	39	37	21

1991 COHORT



NUMBER TESTED	125	64	0	124	57	23	85	40	16		
NUMBER ABOVE THE 50TH PERCENTILE	89	42	0	101	37	15	55	29	12		

* DOES NOT INCLUDE STUDENTS WHO TOOK TRANSLATED VERSIONS.

** ALTHOUGH THESE STUDENTS TESTED OUT IN THE SPRING OF 1994, THEY DID RECEIVE EITHER ESL-ONLY OR BILINGUAL SERVICES DURING THE 1993-94 SCHOOL YEAR.

DISCUSSION AND RECOMMENDATIONS

The purpose of the study described in this initial report was to look at the progress of LEP-entitled students in ESL/bilingual programs toward regular class placement. Two cohorts of these first-time school entrants were examined, one consisting of students who entered kindergarten and first grade in the fall 1990 semester, and the other consisting of students who entered grades 2, 3, 6, and 9 in the fall 1991 semester. Primary interest centered on their testing out of LEP-entitled status and achieving regular, English-only class placement. The proportion of students making this transition was studied as a function of the length of time spent in LEP-entitled programs, program placement (ESL-only or bilingual), home language, and entry level of competence in English, as measured by the LAB.

The basic findings were that:

After three years, 59 percent of new entrants in kindergarten, and 48 percent of new entrants in grade 1, had met the criteria for regular class placement; the three-year exit rates were progressively lower for first-time entrants in grades 2, 3, 6, and 9.

Students in ESL-only programs consistently tested out of LEP-entitlement faster than students served in bilingual programs, even when baseline differences in English competence were taken into account.

Large differences in the time taken to test out of LEP services were found among students from different language backgrounds.

That students in ESL classes exit their programs faster than students in bilingual classes is not surprising, considering that proficiency in English is the criterion for exiting LEP entitlement. As would be expected, the greater the time on task, the greater the level of proficiency on that task. The study also demonstrated that once students have exited from LEP-entitled programs, their short-term achievement on the DRP and CAT/5 tests of reading and mathematics, showed an advantage of ESL-only over bilingual programs.

However, the true efficacy of the program is evidenced in the long-term achievement of the students served, that is, how well these students perform in mainstream classes, and whether or not they successfully complete their education. Some educators contend that the exit criterion used in New York City for program entitlement (scoring above the 40th percentile on the LAB) is too narrow. Also, it has been suggested that extended teaching in students' native languages will ultimately facilitate English-language acquisition, but relevant evidence appears to be incomplete.

Since the present report represents only the initial phase of an ongoing longitudinal study, more comprehensive and longer-range analyses of program efficacy should make it possible to reach more definitive conclusions. It is recommended that future analyses

continue to compare these student cohorts, using a variety of academic criteria, to see how well both groups fare by mainstream standards. Criteria that might be added to the study include results on the Regents Competency Tests and Regents Examinations, grade promotion rates, attendance and dropout data, and credits earned toward graduation (for high school students).

At the same time, a committee should be convened to undertake a review of the criteria for entering and exiting ESL/bilingual programs, and to recommend changes. There should also be an general review of bilingual instructional programs, including their methods, materials, and goals. Study of the reasons for the observed differences in enrollment patterns (ESL versus bilingual) of children in different language groups should also be pursued. Finally, it will be useful to identify districts and individual schools with enrollments that tend to remain for many years in their ESL/bilingual programs, and to survey and monitor their service patterns.

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Ramirez, J. D. (1991). Final Report: Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children. Washington, DC: US Department of Education.

APPENDIX

Number of Years to Exit ESL-Only or Bilingual Programs by Home Language (Fall 1990 Through Spring 1994)

KINDERGARTEN

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		TESTED OUT AFTER 4 YRS.		STILL ENTITLED AFTER 4 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	840	7.4%	338	40.2%	151	18.0%	205	24.4%	31	3.7%	115	13.7%
HAITIAN	109	1.0%	25	22.9%	10	9.2%	29	26.6%	5	4.6%	40	36.7%
KOREAN	279	2.5%	144	51.6%	62	22.2%	50	17.9%	9	3.2%	14	5.0%
RUSSIAN	261	2.3%	103	39.5%	56	21.5%	69	26.4%	6	2.3%	27	10.3%
SPANISH	7,203	63.6%	1,562	21.7%	679	9.4%	1,407	19.5%	294	4.1%	3,261	45.3%
OTHER	2,333	20.6%	764	32.7%	349	15.0%	500	21.4%	89	3.8%	631	27.0%
UNKNOWN	295	2.6%	98	33.2%	50	16.9%	72	24.4%	9	3.1%	66	22.4%
TOTAL STUDENTS	11,320	*	3,034		1,357		2,332		443		4,154	
% OF TOTAL			26.8%		12.0%		20.6%		3.9%		36.7%	

* This count does not include an additional 1428 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

FIRST GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		TESTED OUT AFTER 4 YRS.		STILL ENTITLED AFTER 4 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	119	5.8%	20	16.8%	54	45.4%	8	6.7%	8	6.7%	29	24.4%
HAITIAN	47	2.3%	4	8.5%	9	19.1%	5	10.6%	1	2.1%	28	59.6%
KOREAN	36	1.8%	8	22.2%	18	50.0%	4	11.1%	3	8.3%	3	8.3%
RUSSIAN	52	2.5%	9	17.3%	33	63.5%	1	1.9%	2	3.8%	7	13.5%
SPANISH	1,314	64.0%	118	9.0%	299	22.8%	111	8.4%	82	6.2%	704	53.6%
OTHER	439	21.4%	67	15.3%	150	34.2%	47	10.7%	29	6.6%	146	33.3%
UNKNOWN	46	2.2%	5	10.9%	19	41.3%	1	2.2%	1	2.2%	20	43.5%
TOTAL STUDENTS	2,053	*	231		582		177		126		937	
% OF TOTAL			11.3%		28.3%		8.6%		6.1%		45.6%	

* This count does not include an additional 435 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Table 4

Number of Years to Exit ESL-Only or Bilingual Programs by Home Language (Fall 1991 Through Spring 1994)

SECOND GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	56	6.7%	3	5.4%	11	19.6%	15	26.8%	27	48.2%
HAITIAN	31	3.7%	4	12.9%	2	6.5%	3	9.7%	22	71.0%
KOREAN	25	3.0%	5	20.0%	9	36.0%	6	24.0%	5	20.0%
RUSSIAN	29	3.4%	8	27.6%	9	31.0%	4	13.8%	8	27.6%
SPANISH	458	54.5%	25	5.5%	30	6.6%	42	9.2%	361	78.8%
OTHER	199	23.7%	46	23.1%	36	18.1%	35	17.6%	82	41.2%
UNKNOWN	43	5.1%	6	14.0%	13	30.2%	7	16.3%	17	39.5%
TOTAL STUDENTS	841		97		110		112		522	
% OF TOTAL			11.5%		13.1%		13.3%		62.1%	

* This count does not include an additional 163 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

THIRD GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	44	5.5%	0	0.0%	5	11.4%	13	29.5%	26	59.1%
HAITIAN	22	2.8%	1	4.5%	2	9.1%	2	9.1%	17	77.3%
KOREAN	25	3.1%	2	8.0%	8	32.0%	6	24.0%	9	36.0%
RUSSIAN	34	4.3%	3	8.8%	8	23.5%	11	32.4%	12	35.3%
SPANISH	457	57.3%	7	1.5%	29	6.3%	60	13.1%	361	79.0%
OTHER	172	21.6%	25	14.5%	35	20.3%	29	16.9%	83	48.3%
UNKNOWN	43	5.4%	1	2.3%	11	25.6%	9	20.9%	22	51.2%
TOTAL STUDENTS	797		39		98		130		530	
% OF TOTAL			4.9%		12.3%		16.3%		66.5%	

* This count does not include an additional 154 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

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Table 4 (con't)

Number of Years to Exit ESL-Only or Bilingual Programs by Home Language

(Fall 1991 Through Spring 1994)

SIXTH GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	65	8.6%	1	1.5%	3	4.6%	3	4.6%	58	89.2%
HAITIAN	26	3.4%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
KOREAN	33	4.4%	1	3.0%	2	6.1%	3	9.1%	27	81.8%
RUSSIAN	26	3.4%	1	3.8%	4	15.4%	10	38.5%	11	42.3%
SPANISH	382	50.7%	4	1.0%	9	2.4%	6	1.6%	363	95.0%
OTHER	180	23.9%	15	8.3%	19	10.6%	18	10.0%	128	71.1%
UNKNOWN	42	5.6%	2	4.8%	2	4.8%	5	11.9%	33	78.6%
TOTAL STUDENTS	754		24		40		49		641	
% OF TOTAL			3.2%		5.3%		6.5%		85.0%	

* This count does not include an additional 165 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NINTH GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	% TOT STDTS	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.	NUM	% OF LANG. GRP.
CHINESE	269	19.7%	2	0.7%	14	5.2%	8	3.0%	245	91.1%
HAITIAN	107	7.8%	1	0.9%	4	3.7%	1	0.9%	101	94.4%
KOREAN	26	1.9%	0	0.0%	0	0.0%	4	15.4%	22	84.6%
RUSSIAN	68	5.0%	4	5.9%	24	35.3%	5	7.4%	35	51.5%
SPANISH	644	47.1%	8	1.2%	19	3.0%	19	3.0%	598	92.9%
OTHER	203	14.9%	3	1.5%	23	11.3%	10	4.9%	167	82.3%
UNKNOWN	49	3.6%	6	12.2%	0	0.0%	1	2.0%	42	85.7%
TOTAL STUDENTS	1,366		24		84		48		1,210	
% OF TOTAL			1.8%		6.1%		3.5%		88.6%	

* This count does not include an additional 584 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Table 5

Home Language Distribution by Program Assignment for the Fall 1990 Through Spring 1994

KINDERGARTEN

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM.	% TOT STDTS	NUM.	% OF LANG GRP	NUM.	% OF LANG GRP	NUM.	% OF LANG GRP
CHINESE	840	7.4%	524	62.4%	207	24.6%	109	13.0%
HAITIAN	109	1.0%	61	56.0%	25	22.9%	23	21.1%
KOREAN	279	2.5%	217	77.8%	22	7.9%	40	14.3%
RUSSIAN	261	2.3%	253	96.9%	2	0.8%	6	2.3%
SPANISH	7,203	63.6%	904	12.6%	5,397	74.9%	902	12.5%
OTHER	2,333	20.6%	1,762	75.5%	423	18.1%	148	6.3%
UNKNOWN	295	2.6%	216	73.2%	62	21.0%	17	5.8%
TOTAL STUDENTS	11,320	*	6,138		3,937		1,245	
% OF TOTAL			54.2%		34.8%		11.0%	

* This count does not include an additional 1428 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

FIRST GRADE

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM.	% TOT STDTS	NUM.	% OF LANG. GRP.	NUM.	% OF LANG. GRP.	NUM.	% OF LANG. GRP.
CHINESE	119	5.8%	66	55.5%	48	40.3%	5	4.2%
HAITIAN	47	2.3%	12	25.5%	25	53.2%	10	21.3%
KOREAN	36	1.8%	32	88.9%	1	2.8%	3	8.3%
RUSSIAN	52	2.5%	44	84.6%	3	5.8%	5	9.6%
SPANISH	1,314	64.0%	180	13.7%	946	72.0%	188	14.3%
OTHER	439	21.4%	319	72.7%	86	19.6%	34	7.7%
UNKNOWN	46	2.2%	33	71.7%	11	23.9%	2	4.3%
TOTAL STUDENTS	2,053	*	1,120		686		247	
% OF TOTAL			54.6%		33.4%		12.0%	

* This count does not include an additional 435 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Table 6

Home Language Distribution by Program Assignment for the Fall 1991 Through Spring 1994

SECOND GRADE

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM	% TOT STDTS	NUM	% OF LANG GRP	NUM	% OF LANG GRP	NUM	% OF LANG GRP
CHINESE	56	6.7%	29	51.8%	17	30.4%	10	17.9%
HAITIAN	31	3.7%	9	29.0%	20	64.5%	2	6.5%
KOREAN	25	3.0%	23	92.0%	2	8.0%	0	
RUSSIAN	29	3.4%	24	82.8%	4	13.8%	1	3.4%
SPANISH	458	54.5%	20	4.4%	392	85.6%	46	10.0%
OTHER	199	23.7%	150	75.4%	41	20.6%	8	4.0%
UNKNOWN	43	5.1%	31	72.1%	9	20.9%	3	7.0%
TOTAL STUDENTS	841	*	485		286		70	
% OF TOTAL			57.7%		34.0%		8.3%	

* This count does not include an additional 163 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

THIRD GRADE

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM	% TOT STDTS	NUM	% OF LANG GRP	NUM	% OF LANG GRP	NUM	% OF LANG GRP
CHINESE	44	5.5%	20	45.5%	18	40.9%	6	13.6%
HAITIAN	22	2.8%	4	18.2%	14	63.6%	4	18.2%
KOREAN	25	3.1%	21	84.0%	3	12.0%	1	4.0%
RUSSIAN	34	4.3%	30	88.2%	2	5.9%	2	5.9%
SPANISH	457	57.3%	21	4.6%	383	83.8%	53	11.6%
OTHER	172	21.6%	134	77.9%	24	14.0%	14	8.1%
UNKNOWN	43	5.4%	30	69.8%	9	20.9%	4	9.3%
TOTAL STUDENTS	797	*	453		260		84	
% OF TOTAL			56.8%		32.6%		10.5%	

* This count does not include an additional 154 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

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Home Language Distribution by Program Assignment for the Fall 1991 Through Spring 199[illegible]

SIXTH GRADE

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM.	% TOT STDTS	NUM.	% OF LANG. GRP	NUM.	% OF LANG. GRP	NUM.	% OF LANG GRP
CHINESE	65	8.6%	24	36.9%	21	32.3%	20	30.8%
HAITIAN	26	3.4%	6	23.1%	15	57.7%	5	19.2%
KOREAN	33	4.4%	12	36.4%	6	18.2%	15	45.5%
RUSSIAN	26	3.4%	10	38.5%	8	30.8%	8	30.8%
SPANISH	382	50.7%	17	4.5%	336	88.0%	29	7.6%
OTHER	180	23.9%	107	59.4%	45	25.0%	28	15.6%
UNKNOWN	42	5.6%	20	47.6%	19	45.2%	3	7.1%
TOTAL STUDENTS	754	*	450		196		108	
% OF TOTAL			59.7%		26.0%		14.3%	

* This count does not include an additional 165 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

NINTH GRADE

	TOTAL STUDENTS		ESL		BILINGUAL		MIXED	
	NUM.	% TOT STDTS	NUM.	% OF LANG. GRP.	NUM.	% OF LANG. GRP.	NUM.	% OF LANG. GRP.
CHINESE	269	19.7%	50	18.6%	88	32.7%	131	48.7%
HAITIAN	107	7.8%	15	14.0%	38	35.5%	54	50.5%
KOREAN	26	1.9%	7	26.9%	7	26.9%	12	46.2%
RUSSIAN	68	5.0%	10	14.7%	34	50.0%	24	35.3%
SPANISH	644	47.1%	15	2.3%	544	84.5%	85	13.2%
OTHER	203	14.9%	158	77.8%	23	11.3%	22	10.8%
UNKNOWN	49	3.6%	23	46.9%	19	38.8%	7	14.[illegible]%
TOTAL STUDENTS	1,366	*	753		278		335	
% OF TOTAL			55.1%		20.4%		24.5%	

* This count does not include an additional 584 students who were either discharged from the system prior to exiting Bilingual or ESL-only or had no program information.

Table 7

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1990 Through Spring 1994)

KINDERGARTEN

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		TESTED OUT AFTER 4 YRS.		STILL ENTITLED AFTER 4 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE												
ESL	1,955	**20.0%**	587	**30.0%**	369	**18.9%**	519	**26.5%**	89	**4.6%**	391	**20.0%**
BILINGUAL	4,616	**47.3%**	852	**18.5%**	427	**9.3%**	858	**18.6%**	170	**3.7%**	2,309	**50.0%**
2-10 PERCENTILE												
ESL	842	**8.6%**	409	**48.6%**	120	**14.3%**	167	**19.8%**	28	**3.3%**	118	**14.0%**
BILINGUAL	681	**7.0%**	232	**34.1%**	97	**14.2%**	127	**18.6%**	22	**3.2%**	203	**29.8%**
11-20 PERCENTILE												
ESL	441	**4.5%**	243	**55.1%**	64	**14.5%**	68	**15.4%**	13	**2.9%**	53	**12.0%**
BILINGUAL	329	**3.4%**	132	**40.1%**	39	**11.9%**	66	**20.1%**	8	**2.4%**	84	**25.5%**
21-40 PERCENTILE												
ESL	563	**5.8%**	344	**61.1%**	68	**12.1%**	81	**14.4%**	6	**1.1%**	64	**11.4%**
BILINGUAL	341	**3.5%**	167	**49.0%**	28	**8.2%**	54	**15.8%**	12	**3.5%**	80	**23.5%**
TOTAL STUDENTS	9,768	*	2,966		1,212		1,940		348		3,302	
% OF TOTAL			**30.4%**		**12.4%**		**19.9%**		**3.6%**		**33.8%**	

* This count does not include an additional 2591 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 389 students are not reported on this table.

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1990 Through Spring 1994)

FIRST GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		TESTED OUT AFTER 4 YRS.		STILL ENTITLED AFTER 4 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE												
ESL	284	16.7%	31	10.9%	133	46.8%	30	10.6%	19	6.7%	71	25.0%
BILINGUAL	704	41.5%	16	2.3%	128	18.2%	61	8.7%	41	5.8%	458	65.1%
2-10 PERCENTILE												
ESL	196	11.5%	48	24.5%	70	35.7%	16	8.2%	10	5.1%	52	26.5%
BILINGUAL	224	13.2%	25	11.2%	69	30.8%	18	8.0%	9	4.3%	103	46.0%
11-20 PERCENTILE												
ESL	102	6.0%	40	39.2%	40	39.2%	7	6.9%	2	2.0%	13	12.7%
BILINGUAL	93	5.5%	23	24.7%	32	34.4%	7	7.5%	6	6.5%	25	26.9%
21-40 PERCENTILE												
ESL	60	3.5%	27	45.0%	23	38.3%	3	5.0%	2	3.3%	5	8.3%
BILINGUAL	34	2.0%	14	41.2%	11	32.4%	2	5.9%	0	0.0%	7	20.6%
TOTAL STUDENTS	1,697	*	224		506		144		89		734	
% OF TOTAL			13.2%		29.8%		8.5%		5.2%		43.3%	

* This count does not include an additional 661 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 130 students are not reported on this table.

Table 8

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1991 Through Spring 1994)

SECOND GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE										
ESL	194	26.4%	27	13.9%	56	28.9%	41	21.1%	70	36.1%
BILINGUAL	410	55.9%	10	2.4%	27	6.6%	46	11.2%	327	79.8%
2-10 PERCENTILE										
ESL	44	6.0%	17	38.6%	7	15.9%	7	15.9%	13	29.5%
BILINGUAL	27	3.7%	6	22.2%	1	3.7%	2	7.4%	18	66.7%
11-20 PERCENTILE										
ESL	16	2.2%	10	62.5%	3	18.8%	1	6.3%	2	12.5%
BILINGUAL	13	1.8%	6	46.2%	0	0.0%	1	7.7%	6	46.2%
21-40 PERCENTILE										
ESL	20	2.7%	16	80.0%	1	5.0%	0	0.0%	3	15.0%
BILINGUAL	10	1.4%	3	30.0%	1	10.0%	1	10.0%	5	50.0%
TOTAL STUDENTS	734	*	95		96		99		444	
% OF TOTAL			12.9%		13.1%		13.5%		60.5%	

* This count does not include an additional 232 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 38 students are not reported on this table.

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Table 8 (con't)

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1991 Through Spring 1994)

THIRD GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE										
ESL	164	24.2%	9	5.5%	33	20.1%	41	25.0%	81	49.4%
BILINGUAL	262	38.7%	1	0.4%	17	6.5%	34	13.0%	210	80.2%
2-10 PERCENTILE										
ESL	58	8.6%	5	8.6%	20	34.5%	13	22.4%	20	34.5%
BILINGUAL	149	22.0%	2	1.3%	8	5.4%	21	14.1%	118	79.2%
11-20 PERCENTILE										
ESL	23	3.4%	13	56.5%	5	21.7%	2	8.7%	3	13.0%
BILINGUAL	8	1.2%	2	25.0%	0	0.0%	4	50.0%	2	25.0%
21-40 PERCENTILE										
ESL	11	1.6%	7	63.6%	3	27.3%	1	9.1%	0	0.0%
BILINGUAL	2	0.3%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
TOTAL STUDENTS	677	*	39		86		116		436	
% OF TOTAL			5.8%		12.7%		17.1%		64.4%	

* This count does not include an additional 235 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 39 students are not reported on this table.

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1991 Through Spring 1994)

SIXTH GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE										
ESL	137	22.8%	3	2.2%	11	8.0%	23	16.8%	100	73.0%
BILINGUAL	395	65.6%	2	0.5%	8	2.0%	12	3.0%	373	94.4%
2-10 PERCENTILE										
ESL	33	5.5%	8	24.2%	5	15.2%	3	9.1%	17	51.5%
BILINGUAL	22	3.7%	1	4.5%	6	27.3%	1	4.5%	14	63.6%
11-20 PERCENTILE										
ESL	4	0.7%	2	50.0%	0	0.0%	0	0.0%	2	50.0%
BILINGUAL	1	0.2%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
21-40 PERCENTILE										
ESL	10	1.7%	6	60.0%	1	10.0%	1	10.0%	2	20.0%
BILINGUAL	0	0.0%	0	N/A	0	N/A	0	N/A	0	N/A
TOTAL STUDENTS	602	*	23		31		40		508	
% OF TOTAL			3.8%		5.1%		6.6%		84.4%	

* This count does not include an additional 265 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 52 students are not reported on this table.

Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency Upon Entering the Program (Fall 1991 Through Spring 1994)

NINTH GRADE

	TOTAL STUDENTS		TESTED OUT AFTER 1 YR.		TESTED OUT AFTER 2 YRS.		TESTED OUT AFTER 3 YRS.		STILL ENTITLED AFTER 3 YRS.	
	NUM	%TOT STDTS	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.	NUM	% BY PROG.
FIRST PERCENTILE										
ESL	188	19.9%	3	1.6%	17	9.0%	8	4.3%	160	85.1%
BILINGUAL	625	66.0%	2	0.3%	10	1.6%	19	3.0%	594	95.0%
2-10 PERCENTILE										
ESL	41	4.3%	4	9.8%	10	24.4%	1	2.4%	26	63.4%
BILINGUAL	58	6.1%	6	10.3%	9	15.5%	5	8.6%	38	65.5%
11-20 PERCENTILE										
ESL	9	1.0%	2	22.2%	2	22.2%	0	0.0%	5	55.6%
BILINGUAL	10	1.1%	1	10.0%	2	20.0%	0	0.0%	7	70.0%
21-40 PERCENTILE										
ESL	11	1.2%	3	27.3%	4	36.4%	1	9.1%	3	27.3%
BILINGUAL	5	0.5%	0	0.0%	4	80.0%	0	0.0%	1	20.0%
TOTAL STUDENTS	947	*	21		58		34		834	
% OF TOTAL			2.2%		6.1%		3.6%		88.1%	

* This count does not include an additional 900 students either discharged from the system prior to exiting Bilingual/Esl-Only, Mixed program, or who had no program information.

* An additional 103 students are not reported on this table.